

AGENDA

Regular Meeting

Public Service Building 251 A/B

255 Capitol Street NE

Salem, OR 97310

Thursday, September 17, 2026

State Board of Education meetings comply with open meeting laws and accessibility requirements. Requests for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be given to [Corey Rosenberg](#) at 503-947-5740, at least 48 hours before the meeting. You can access all board materials on our [Boardbook](#) page. Staff respectfully request that you submit email copies of written materials before or after your testimony.

Please note: all times are approximate.

1. Call to Order

A. Roll Call

Time: 8:45 AM

B. Grounding and Introductions

Time: 8:50 AM

2. Informational Reports

A. Overview of the State Board of Education and the Oregon Department of Education

Time: 9:15 AM

3. Break for Lunch

Time: 12:00 PM

4. Public Comment

Time: 1:00 PM

A. The State Board of Education will hold space for **virtual** public comment. Individuals must register to provide virtual comment. Written public comment received will be posted to BoardBook.

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5. Consent Agenda

Time: 1:30 PM

A. 2026-2027 School Board Advisor Nomination

55

B. 2026-2027 Student Advisor Nominations

58

C. 2026-2027 Assessment Manual Updates: OAR 581-022-2100

61

D. Transportation Supplemental Plan: Annex School District

271

6. First Readings

A. Executive Order 26-06: Preserving Student Instructional Time

280

Time: 1:35 PM

Dr. Charlene Williams, ODE Director, Dr. Candice Castillo, Deputy Director of Academics, and Eric Anderson, Office of Teaching, Learning, and Assessment

B. Senate Bill 1596 (2026) Bill Implementation: Play-Based Learning and Student Instructional Time	336
<i>Time: 2:35 PM</i>	
Dr. Xylecia Fynn-Aikins, and Susan Payne, Office of Teaching, Learning, and Assessment	
C. Strengthening Requirements for High-Quality Instructional Materials: Division 22 Rule Revisions & Adoption Schedule	383
<i>Time: 3:00 PM</i>	
Susan Payne, Deirdre Banning, and Vanessa Martinez, Office of Teaching, Learning, and Assessment	
D. House Bill 4154 (2026) Implementation: Quarterly Attendance Reporting	433
<i>Written Report Only</i>	
E. Physical Education Instructional Materials	457
<i>Written Report Only</i>	
F. Technical Fix: Duty to Designate One or More Civil Rights Coordinators & Submission of Coordinator Contact Information	468
<i>Written Report Only</i>	
G. Senate Bill 1601 (2026) Implementation: Polychlorinated Biphenyls (PCB) Testing Reimbursement Grant	479
<i>Written Report Only</i>	
7. Adjourn	
<i>Time: 3:45 PM</i>	



September 11, 2026

To: Dr. Charlene Williams, ODE Director
Cynthia Richardson, State Board of Education Chair
Libra Forde, State Board of Education Vice Chair
Mona Khalil, State Board of Education Second Vice Chair
Oregon State Board of Education

From: Dr. Krista Parent, Coalition of Oregon School Administrators Executive Director
COSA Instructional Time Workgroup

Subject: COSA's Instructional Time Workgroup Recommendation and Public Comment regarding Agenda Item - 6.A. Executive Order 26-06: Preserving Student Instructional Time

Dear Dr. Williams, Chair Richardson, Vice Chair Forde, Second Vice Chair Khalil, and Members of the Oregon State Board of Education:

On behalf of the Coalition of Oregon School Administrators (COSA) Instructional Time Workgroup, we appreciate the thoughtful and collaborative process the Oregon Department of Education has undertaken as it develops recommendations to the State Board of Education for a permanent rule in response to the Governor's Executive Order on Instructional Time. Over the past several months, nearly 60 Oregon superintendents, principals, central office leaders, and education partners have come together to examine research, review Oregon's current practices, and identify recommendations that we believe will best serve students and educators across our state.

Throughout our discussions, one principle consistently emerged: **instructional time matters, but instructional quality matters even more.** Simply increasing instructional hours will not, by itself, improve student outcomes. Students achieve at higher levels when instructional time is engaging, research-based, standards-aligned, and delivered by well-supported educators. Oregon has an opportunity to develop a permanent rule that not only protects instructional time but also strengthens the conditions necessary for high-quality teaching and learning to flourish.

Our workgroup respectfully offers five recommendations for your consideration.

Recommendation 1: Focus on High-Quality Instruction and Implement a Statewide Instructional Framework

We encourage the Department and the State Board of Education to place the greatest emphasis on high-quality instruction as the primary driver of improved student learning. Any permanent rule should focus not simply on measuring the quantity of instructional time, but on improving the quality and effectiveness of the instruction students receive during that time.

In implementing the Executive Order, Oregon would benefit from establishing a statewide instructional framework that clearly defines high-quality teaching and learning. Such a framework could provide a common foundation for professional development, coaching, instructional leadership, accountability, and continuous improvement efforts across all 197 school districts.

Recommendation 2: Protect Time Allowances for Educator Professional Learning and Parent Teacher Conferences

We strongly encourage the permanent rule to protect the current time allowances for professional learning (30 hours) and parent-teacher conferences (30 hours) as essential components of instructional improvement and family-school partnerships, respectively. Collaborative planning, instructional coaching, professional learning communities, and ongoing professional development are critical to strengthening classroom instruction and improving student outcomes. Additionally, parent-teacher conferences are valuable opportunities for families and educators to connect and check in on student progress, supports, and shared goals for student success. We encourage the Department and Board to explore statewide supports or incentives that preserve dedicated professional learning time and parent-teacher conferences without requiring each individual district to independently negotiate these opportunities.

Recommendation 3: Balance Local Context and Needs with Meaningful Restoration of Time

We appreciate the changes reflected in the most recent draft rule (dated September 10, 2026) that recognize the realities districts face when circumstances beyond their control disrupt the school calendar. In particular, we appreciate the added flexibility allowing up to 16 hours for “extraordinary circumstances” and “calendar variances.” These changes are responsive to concerns raised by school and district leaders and represent an important step toward balancing the goal of protecting instructional time with the realities of operating schools across Oregon’s diverse communities.

We support maintaining this flexibility in the final rule while ensuring meaningful restoration of instructional time when significant time is lost because of weather events, wildfires, or other emergencies. District and school leaders are best positioned to determine how lost time can be recovered in ways that protect both the quantity and

quality of students' instructional experiences. We also encourage districts, whenever possible, to build contingency days or other appropriate safeguards into their calendars so families and staff have a clear understanding of how significant disruptions will be addressed.

Ultimately, we believe the final rule should establish a strong statewide expectation around protecting instructional time while preserving reasonable flexibility for local leaders to respond to circumstances that vary considerably across Oregon's communities.

Recommendation 4: Use One Standard Definition for Instructional Time

We appreciate the changes reflected in the most recent draft rule that focus the statewide standard on the Division 22 requirements for Instructional Hours and phase out the separate Student Instructional Time, or "bell-to-bell," standard. This change is responsive to concerns raised by school and district leaders and provides much-needed clarity and consistency.

Maintaining two different measures—"Instructional Time" under Division 22 and "Student Instructional Time" established through Executive Order 26-06 and the temporary rule—created unnecessary confusion and made it more difficult for districts to understand and communicate statewide expectations. The bell-to-bell metric also included portions of the school day, such as passing periods and lunch, that do not necessarily reflect the amount of actual instructional time students receive.

We support the direction of the latest draft and recommend that the Board continue to use the existing Division 22 Instructional Hours standard as Oregon's single, clearly defined statewide measure of instructional time. Doing so creates greater consistency and transparency, allows districts and communities to clearly understand the expectations they are being asked to meet, and keeps the focus on protecting and increasing meaningful instructional time for students.

Recommendation 5: Align High-Quality Instruction and Instructional Time Efforts with Oregon's Accountability Goals and Continuum of Supports

Any permanent rule on instructional time should be thoughtfully aligned with Oregon's accountability system, funding structures, and continuous improvement efforts. If additional instructional time is ultimately required, implementation should occur gradually over multiple years and be accompanied by sustainable funding and practical implementation supports that are focused on the quality of instruction. Any timeline must also recognize the collective bargaining processes that will need to occur in school districts. We further encourage the Board and Department to identify and share statewide best practices that help districts maximize the quality and effectiveness of the instructional time already available to students.

Partnering Together

Our workgroup believes these recommendations represent a balanced approach—one that preserves appropriate local flexibility while maintaining a clear statewide commitment to improving student outcomes. Oregon’s school leaders stand ready to partner with the State Board, the Oregon Department of Education, and the Governor’s Office as this important work moves forward. Together, we have an opportunity to develop a permanent rule and implementation strategy that increases meaningful instructional opportunities, strengthens instructional quality, supports educators, and ensures every Oregon student benefits from engaging and effective learning experiences.

COSA staff and our more than 3,000 members are a critical resource and partner in this work. Our members are the leaders who will ultimately be responsible for translating changes in instructional time policy into schedules, staffing models, professional learning systems, collective bargaining agreements, budgets, and—most importantly—high-quality learning experiences for students. Their practical experience and understanding of Oregon’s diverse school communities should be an integral part of determining not only *how much* instructional time Oregon students receive, but *how we make that time more effective*. As the Department and State Board consider next steps, including any committees or workgroups charged with developing implementation details, we strongly encourage the continued and meaningful involvement of COSA staff and members. We are ready to bring the experience, perspective, and problem-solving capacity of Oregon’s education leaders to the table and to work alongside you over the coming years to get this right for Oregon students.

Thank you for your leadership and for considering the recommendations of Oregon’s school and district leaders. We value our partnership with you and the Department and look forward to continuing this work together.

Sincerely,

On behalf of the COSA Instructional Time Workgroup



Dr. Krista Parent
Executive Director
Coalition of Oregon School Administrators (COSA)

C: Johnna Timmes, Governor’s Education Advisor
Governor Tina Kotek

**BEFORE THE BOARD OF DIRECTORS FOR UMATILLA SCHOOL DISTRICT NO. 6R
UMATILLA COUNTY, OREGON**

**RESOLUTION NO. 2027-01: REGARDING STATE INSTRUCTIONAL TIME REQUIREMENTS,
GOVERNOR'S EXECUTIVE ORDER 26-06, AND COMMITMENT TO STUDENT
ACHIEVEMENT**

WHEREAS, Executive Order No. 26-06 was issued on April 15, 2026, directing the Oregon Department of Education (ODE) and the State Board of Education to preserve student instructional time and eliminate or restrict certain Division 22 exceptions; and

WHEREAS, the State Board of Education requirements under OAR 581-022-2320 set annual minimum instructional time at 900 hours for Grades K–8, 990 hours for Grades 9–11, and 966 hours for Grade 12; and

WHEREAS, Umatilla School District No. 16R has long maintained a firm commitment to educational excellence, consistently providing instructional hours in direct classroom settings that **exceed** the minimum state requirements across all grade levels; and

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WHEREAS, for the 2026-27 school year, Umatilla School District provides classroom instructional time (with currently allowable professional development and parent-teacher conferences) exceeding state minimums:

- **Kindergarten-5th Grade:** Range from 1,003.7 to 1,057.7 hours provided (exceeds 900-hour requirement)
- **6th-8th Grade:** Range 1,041.01 to 1,057.7 hours provided (exceeds 900-hour requirement)
- **9th-11th Grade:** Range from 1,034.88 to 1,041.01 hours provided (exceeds 990-hour requirement)
- **12th Grade:** 1,016.49 hours provided (exceeds 966-hour requirement); and

WHEREAS, the Board recognizes that high-quality, direct instructional time spent in classrooms under the direction of qualified educators is the true driver of academic growth and student achievement; and

WHEREAS, options to adjust to the administrative demands of Executive Order 26-06 such as adding recess minutes solely to increase "bell-to-bell" contact hours, or eliminating vital parent-teacher conferences and orientation days do not serve the best interests of Umatilla students; and

WHEREAS, increasing recess time simply to fulfill an order does not deliver a positive impact on student academic achievement commensurate with the substantial increase in taxpayer funds required for additional staffing, supervision, and bargaining costs; and

WHEREAS, fluctuations in total "bell-to-bell" student instructional time between school years in Umatilla are the result of structural alignment (such as moving the 6th grade to the intermediate school) and standard calendar variation, rather than a reduction in academic rigor or classroom learning;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Umatilla School District No. 6R:

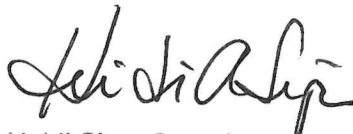
1. **Reaffirmation of Academic Priorities:** The District reaffirms its dedication to maximizing meaningful classroom learning and maintaining instructional hours that exceed state minimum standards.
2. **Rejection of Unfunded Mandates:** The District finds that altering schedules to add unstructured time (such as recess) or eliminating essential family-school touchpoints (such as parent-teacher conferences) represents an inefficient use of taxpayer funds that fails to advance student learning.
3. **Public Justification:** In accordance with Executive Order 26-06 (Section 4.c), this resolution serves as the official public justification for maintaining the District's current structured schedule and prioritizing classroom instructional quality over artificial bell-to-bell time expansions.

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ADOPTED this 13th day of August, 2026.



Lesly Claustro-Sanguino, Board Chair, Umatilla School District No. 6R



Heidi Sipe, Superintendent, Umatilla School District No. 6R

Key Guiding Rules and Orders

[Instructional Time \(OAR 581-022-2320\)](#)

[Preserving Instructional Time \(Temporary Rule for OAR 581-022-2323\)](#)

[Governor's Executive Order 26-06](#)

Required Instructional Time:

- Grade 12: 966 hours
- Grades 9-11: 990 hours
- Grades K-8: 900 hours

OAR 581-022-2320 previously allowed exceptions to instructional time:

- Up to 60 hours of recess for K-3, and
- Up to 30 hours for staff professional development, and
- Up to 30 hours for parent teacher conferences.

Executive Order Notable Changes to Rules:

- Districts and Charter schools are prohibited from further reducing instructional time in the 2025-26 school year and beyond.
- If time was reduced in 25-26 or 26-27, it must be restored no later than the start of the 27-28 school year.
- Requires public transparency if time is not restored.
- Waivers for instructional time requirements for professional development and parent teacher conferences are no longer allowed. No other exceptions are allowed except for declared national or state disasters or public health emergencies.
 - Note: while the Governor's order declared that waivers for professional development and parent teacher conferences were no longer allowable; the state board did not approve this change at the April 16th meeting of the Oregon State Board of Education. As such, this piece of the order is not currently under enforcement.

Definitions:

Instructional Time

Defined in Division 22:
OAR 581-022-0102: Definitions
OAR 581-022-2320: Required Instructional Time

Time in which students are both:

- Engaged in **regularly scheduled instruction, learning activities, or learning assessments**
- Learning under the direction of a licensed teacher or an EA under the supervision of a licensed teacher

Student Instructional Time

Defined in Executive Order 26-06

Think of it as student contact time, or the **total hours** students are at school "bell-to-bell," including **recess, lunch, passing time, and hours of instructional time**

Umatilla: Instructional Time

	24-25 w/o conf & PD	24-25 with conf & PD	25-26 w/o conf & PD	25-26 with conf & d PD	26-27 w/o conf & PD	26-27 with conf & PD
Kinder	985.04	1,039.04	974.63	1,028.63	1,028.63	1,003.7
1st	1,014.11	1,068.11	1,003.7	1,057.7	1,003.7	1,057.7
2nd	1,014.11	1,068.11	1,003.7	1,057.7	1,003.7	1,057.7
3rd	1,014.11	1,068.11	1,003.7	1,057.7	1,003.7	1,057.7
4th	1,014.11	1,068.11	974.63	1,028.63	1,003.7	1,057.7
5th	1,014.11	1,068.11	974.63	1,028.63	1,003.7	1,057.7
6th	995.94	1,049.94	974.63	1,028.63	1,003.7	1,057.7
7th	995.94	1,049.94	987.01	1,041.01	987.01	1,041.01
8th	995.94	1,049.94	987.01	1,041.01	987.01	1,041.01
9th	995.94	1,049.94	987.01	1,041.01	987.01	1,041.01
10th	989.81	1,043.81	980.88	1,034.88	980.88	1,034.88
11th	989.81	1,043.81	980.88	1,034.88	980.88	1,034.88
12th	961.96	1,015.96	946.9	1,000.9	962.49	1,016.49

Notes:

- 24 hours of conference and 30 hours of professional development are included in the “with conf & pd” hours.
- The Umatilla School District has not historically, nor currently, used the waiver for recess time at the elementary level. Umatilla School District times in **orange** above indicate acceptable hours under currently allowable practices, but indicate hours that may be challenged if the waivers for professional development or parent teacher conferences are eliminated. Should the waivers be fully removed, the district could add the nine minutes per school day, or

Options for Resolving the Instructional Time if the Waiver is Not Continued:

- To add 9.12 hours (the largest gap currently existing for purely instructional time), 8.6 minutes per school day could be added at the high school level only. Over an eight period school day, this would mean adding one minute and seven seconds to each class period. In application, nine minutes would be added to the school day which would mean one class period would be two minutes longer and the rest would be one minute longer.

- To add 9.12 hours (the largest gap currently existing for purely instructional time), the half day currently reserved for conferences could be eliminated leaving two full student days and evening conferences only (gains 3.26 hours) and the Orientation Day for 9th grade students at the start of the year could be eliminated (gains 7.67 hours).

Umatilla: Student Instructional Time

	24-25 w/o conf & PD	24-25 with conf & PD	25-26 w/o conf & PD	25-26 with conf & PD	26-27 w/o conf & PD	26-27 with conf and PD
Kinder	1,142.12	1,196.12	1,195.38	1,249.38	1,195.38	1,249.38
1st	1,176.02	1,230.02	1,231.2	1,285.2	1,231.2	1,285.2
2nd	1,176.02	1,230.02	1,231.2	1,285.2	1,231.2	1,285.2
3rd	1,176.02	1,230.02	1,231.2	1,285.2	1,231.2	1,285.2
4th	1,176.02	1,230.02	1,195.38	1,249.38	1,231.2	1,285.2
5th	1,176.02	1,230.02	1,195.38	1,249.38	1,231.2	1,285.2
6th	1,257.78	1,311.78	1,195.38	1,249.38	1,231.2	1,285.2
7th	1,257.78	1,311.78	1,243.49	1,297.49	1,243.49	1,297.49
8th	1,257.78	1,311.78	1,243.49	1,297.49	1,243.49	1,297.49
9th	1,257.78	1,311.78	1,243.49	1,297.49	1,243.49	1,297.49
10th	1,250.03	1,304.03	1,235.82	1,289.82	1,235.82	1,289.82
11th	1,250.03	1,304.03	1,235.82	1,289.82	1,235.82	1,289.82
12th	1,214.86	1,268.86	1,193.06	1,247.06	1,212.81	1,266.81

Notes:

- 24 hours of conference and 30 hours of professional development are included in the “with conf & pd” hours.
- The fluctuations between years represent differences in the manner in which dates fall on the calendar, represent changes due to school grade level adjustments with a new building, and the change in bargained time for the 25-26 school year and beyond.
- Baseline Year, Under Baseline, Over Baseline and Above Previous Year, Below Previous Year, At Previous Year, Above Previous Year but Below Baseline Year

Options for Resolving the Reduction in Student Instructional Time:

- The move for 6th grade from the middle school to the intermediate school results in a 62.40 hour gap in Student Instructional Time. This is an increase of 21 minutes and 9 seconds per day to add for 6th grade only. There is no way to do this without adding the same amount of time to all other grades which will result in permanent staffing and bargaining changes for a one time situation change. The Board resolution process is the only feasible option for this grade level.
- The senior issue (up 19.75 hours from 25-26 in 26-27 but still down 2.05 from 24-25) will continue to occur depending on the school calendar and the Gregorian calendar.
- Overall, adding the 14.21 hours of student instructional time (the highest consistent gap in the district) could be achieved by adding 4 minutes and 49 seconds to the school day. Logistically, this would work out to five additional minutes of recess time at morning recess.

Resources:

[Unpack this OAR-ODE](#)

[Q&A Slideshow on Instructional Time](#)

[Governor Kotek's Executive Order, ODE 13-2026](#)



Superintendent
Heidi Sipe

Business Manager
Kim Gilsdorf

Board Members: Lesly Claustro-Sanguino *Chair*, Toby Cranston *Vice-Chair*,
Travis Eynon, Steve Warr, Jon Lorence, Josiah Barron, Jorge Meza

September 11th, 2026

RE: Executive Order 26-06 and OAR Division 22 Instructional Time Requirements

Dear Chair Richardson and Members of the Oregon State Board of Education,

I write today in support of the Governor's overarching goal: protecting high-quality classroom instruction to improve student outcomes across Oregon. However, as the Board moves through rulemaking, I believe it is crucial to examine how blanket "bell-to-bell" calculations and rigid "no-reduction" mandates affect individual school systems.

The Gregorian calendar has fluctuation; yet the order does not allow for this. Year-to-year shifts in where holidays fall, leap years, and simple calendar alignment create annual variances of several hours, even when a district makes zero changes to its daily bell schedule or academic programming. Veterans Day, and where it falls on the calendar in any given year, should not trigger a "reduction" concern. Rigidly enforcing a prohibition on instructional time reductions without accounting for natural calendar variance forces districts into artificial, costly schedule adjustments that perpetuate into future years. I appreciate the sixteen hour adjustment in the updated rule proposal and urge its importance.

When districts build new facilities or realign grade configurations to serve students better (e.g., shifting 6th grade to an intermediate campus to unify dual-language programs and avoid demographic segregation as we did in Umatilla), combining the grades into a newly aligned building schedule can create variance in total hours. Under the current rule, the entire school would need to change to add hours equal to the highest number of hours previously served in a grade level. That is not always possible without negotiation and increased costs, nor is it always what makes the most sense for students. Should a change in grade configuration not be considered, I fear that schools may be organized based on hours alone, and not student needs.

As demonstrated in Resolution No. 2027-01, Umatilla School District consistently delivers instruction that far exceeds state minimums (900 hours for K-8, 990 hours for 9-11, and 966 hours for Grade 12) for instructional time (original calculation) across every grade level, when factoring in 30 hours for professional development each year and 24 hours for parent teacher conferences:

Grade Band	Annual Instructional Hours Provided (with Conf. & PD)	State Requirement
Kinder-5th Grade	1,003.7 – 1,057.7 hours	900 hours
6th-8th Grade	1,041.01 – 1,057.7 hours	900 hours

9th-11th Grade	1,034.88 – 1,041.01 hours	990 hours
12th Grade	1,016.49 hours	966 hours

Without the inclusion of 30 hours of professional development time and 24 hours of family conference time, we continue to exceed in nearly all grade levels, being only 2.99 hours per year shy in 9th grade, 9.12 hours shy in grades 10-11 and 3.51 hours shy for 12th grade. The difference in these grades? 9th grade orientation where the 9th graders have a day to arrive and be welcomed into the school by upperclassmen and staff. We can easily solve the “shortage” by removing this and reducing family conference time; however, both events are crucial to the school environment and student success. The 16 hour rule adjustment partially addresses the concern by including orientations in the events; however, it creates a situation where an orientation might have to be canceled if it’s in the same years as a calendar issue which is still a concern.

There are solutions that can prioritize the shared goal of instructional time while also ensuring that the time added is quality investment of time and not simply minutes for the sake of meeting arbitrary “not to reduce” restrictions. My suggestions include:

- Focus on Quality Instruction and Increasing Attendance: High quality instruction and services to support attendance and student learning should be prioritized over future “bell-to-bell” calculations.
- Preserve Essential Touchpoints: Maintain time allowances for parent-teacher conferences and staff professional development. These touchpoints build strong family-school partnerships and equip teachers to deliver high-quality instruction during student contact hours. Include student orientation time into the family conference area to allow for orientation time to count as instructional time so that students can be well supported during key transitions.

Thank you for your dedication to Oregon’s students and for considering practical solutions that uphold both the spirit of the Executive Order and the operational integrity of our local schools. I appreciate your dedication to Oregon students and the work you are doing to balance goals with practical realities.

Sincerely,



Heidi Sipe, EdS
Superintendent

Enclosures:



- Umatilla School District #6R Resolution
- Umatilla School District Board Packet Item for Decision Making

From: [REDACTED]
To: [StateBoard Public Email](#)
Subject: Please give our children more time in the classroom
Date: Monday, September 14, 2026 11:10:21 AM

You don't often get email from [REDACTED]. [Learn why this is important](#)

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Hello -

I am submitting public comment in advance of the September 17th State Board of Education meeting.

I am a parent of Oregon public school students, supporting Stand for Children's efforts to improve student attendance, protect instructional time, and strengthen academic outcomes. As a parent, I am increasingly concerned that Oregon's lagging academic achievement is connected not only to curriculum and funding, but also to the amount of instructional time students actually receive. Oregon ranks near the bottom nationally for time in school, and many students miss more than three weeks of school each year.

I understand these issues are complex and involve students, families, educators, school districts, and communities. At the same time, it is critical that Oregon moves towards clearer, more consistent, student-centered expectations for instructional time, attendance data, early intervention and school calendars that better support learning.

Instructional time should be defined as only time with students in the classroom - educators should be compensated above and beyond those critical instructional days for conferences and professional development. Not only do our children deserve more time in the classroom, reliable schedules, and consistency, but families deserve a more robust education system to support households with multiple working members, and more stability as well.

Thank you,
Alison Tierney

From: [REDACTED]
To: [StateBoard Public Email](#)
Subject: Public Comment (Preserving Student Instructional Time)
Date: Monday, September 14, 2026 3:18:17 PM

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I work in mechanical engineering and my career has shown me how important strong literacy, math, problem-solving, and technical skills are for success in today's workforce. As someone who cares about Oregon's future workforce, I believe our education policies should be centered on what students need to be prepared for their chosen path in careers and college.

I am writing in support of Oregon adopting strong, permanent protections for student instructional time, particularly the time students spend learning in the classroom with licensed educators. Every Oregon student deserves meaningful access to consistent, high quality learning opportunities, and the state should ensure that time is protected and preserved.

My concern is straightforward. Oregon has adopted an approach to instructional time that differs significantly from most other states. At a time when employers increasingly need workers with strong academic foundations, Oregon students are receiving fewer opportunities for classroom learning than many of their peers across the country. That should concern all of us.

In engineering, mastery comes through practice, repetition, and building knowledge over time. The same is true for students learning algebra, reading complex texts, writing effectively, or developing technical skills. There is no shortcut for sustained learning. Students need time with teachers and time to build confidence in challenging subjects. When instructional time is reduced, students lose opportunities that cannot easily be replaced.

I support these protections because many other states recognize that instructional time is worth protecting. States such as Washington and California maintain clear expectations for student learning time because they understand that time is one of the most valuable educational resources available. Oregon students deserve the same commitment.

As Oregon seeks to strengthen student outcomes and prepare young people for an increasingly competitive economy, we should adopt policies that put students first. Ensuring students spend more time learning with educators is one practical and meaningful step toward that goal.

I respectfully urge the State Board of Education to permanently protect student instructional time. Oregon students deserve consistent access to the instructional time necessary to learn, grow, and succeed.

Sincerely,

Aaron Kravitz
Portland, Oregon

From: [Jessica Cobian](#)
To: [StateBoard Public Email](#)
Subject: Public Comment (Instructional Time) Jessica Cobian on Behalf of Stand for Children
Date: Monday, September 14, 2026 4:03:31 PM

You don't often get email from jcobian@stand.org. [Learn why this is important](#)

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

As you consider new rules around instructional time, I urge you to begin with a simple principle: time is foundational to a student's education.

The most basic measure of any public education system should be access. How much opportunity does a child actually have to receive the public education they are entitled to? Before we can talk about curriculum, achievement, or quality, schools have to be open, and students have to have time with their educators. In Oregon, that opportunity is too limited. Significantly, the amount of instructional time a student receives can vary drastically depending on where they live within the state.

A frequent response to increasing instructional time is that quality matters more than quantity. Of course quality matters. But we should reject the premise that Oregon must choose between the two. We have talented, qualified educators across this state who care deeply about their students. They need sufficient time to do their jobs. We cannot continually ask educators to accomplish more while giving them less time with the students they serve.

More instructional time is not a substitute for quality. It gives quality more opportunity to matter.

The Board now has both an opportunity and a responsibility to establish a stronger baseline for students across Oregon. As these rules move forward, their impact should be to increase the amount of time students spend receiving instruction from licensed educators. We should measure success by whether students actually gain greater access to their education.

Oregon has shortchanged students and families on instructional time for long enough. These rules are an opportunity to begin correcting that. The outcome must be more time for students with qualified educators.

Thank you for your time and for your continued work on behalf of Oregon's students.

Jessica Cobian | Oregon Policy & Government Affairs Manager | she/her | **Stand for Children** | Jcobian@stand.org

From: [REDACTED]
To: [StateBoard Public Email](#)
Subject: [Mary Paxton] Public Comment (Preserving Student Instructional Time)
Date: Monday, September 14, 2026 3:39:16 PM

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Dear Members of the State Board of Education,

My daughter completed her K-12 education in Terrebonne and Redmond, Oregon schools and I remain deeply invested in the success of Oregon's public education system. Even though my daughter has graduated, I care about the opportunities available to the next generation of Oregon students.

I am writing in support of Oregon adopting strong, permanent protections for student instructional time, particularly the time students spend learning in the classroom with licensed educators. Every Oregon student deserves meaningful access to consistent, high-quality learning opportunities, and the state should ensure that time is protected and preserved.

Like many Oregonians, I have read news reports showing that kids in Oregon spend significantly less time in school than students in many other parts of the country. I find that so disappointing. Families send their children to school with the expectation that their education will adequately prepare them for life after school. When students receive less classroom learning time than their students elsewhere, it raises important questions about whether we are providing them the opportunities they deserve.

I come from a family of teachers. Public schools exist first and foremost to serve students' educational needs. While school systems face many competing demands, access to learning should remain at the center of every decision. Protecting instructional time is one concrete way for the state to demonstrate that commitment.

I support these protections because they establish a clear expectation that student learning time should not steadily erode over time. They create transparency, encourage accountability, and reinforce the idea that time spent learning with educators is a valuable resource that should be preserved whenever possible.

As Oregon works to improve student outcomes, school attendance, and academic achievement, protecting instructional time should be viewed as a fundamental responsibility. Students benefit when learning time is treated as essential rather than optional.

I respectfully urge the State Board of Education to permanently protect student instructional time. Oregon students deserve consistent access to the instructional time necessary to learn, grow, and succeed.

Thank you for your service.

Sincerely,

Mary Paxton
Redmond, Oregon

From: [REDACTED]
To: [StateBoard Public Email](#)
Subject: [Meghan Sellars] Public Comment (Preserving Student Instructional Time)
Date: Monday, September 14, 2026 3:43:07 PM

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To the Members of the State Board of Education,

As a public education advocate, I care deeply about ensuring every Oregon student has access to the learning opportunities they need to thrive. Public education is one of our state's most important responsibilities, and students only get one chance at each year of learning. That time should be protected.

I am writing in support of Oregon adopting strong, permanent protections for student instructional time, particularly the time students spend learning in the classroom with licensed educators. Every Oregon student deserves meaningful access to consistent, high quality learning opportunities, and the state should ensure that time is protected and preserved.

I have heard repeated arguments that instructional quality should be prioritized over instructional time. Of course quality matters. But quality and time are not competing priorities. Educators cannot provide the depth of instruction students deserve when they are forced to fit curriculum designed for a 180-day school year into substantially fewer instructional days. Oregon teachers have less time with students than educators in most other states, which limits opportunities for reteaching, practice, enrichment, and intervention. Strong instruction requires adequate time.

I am also concerned by policies that allow activities such as professional development, teacher workdays, and conferences to count toward instructional time requirements. Those activities serve important purposes, but they are not a substitute for students being in classrooms learning from educators. When actual student learning time is already limited, counting non-student activities as instructional time weakens our commitment to academic achievement and undermines the very instructional quality we claim to value.

I support these protections because they establish a simple but important expectation: Oregon students should not receive less instructional time from one year to the next simply because of changing budget circumstances. Children's time in the classroom should not be treated as something that can just be removed from the calendar.

As Oregon continues working to improve student outcomes and address the persistent challenge of chronic absenteeism, protecting time in school should be a shared priority. We cannot expect students to achieve at higher levels while allowing the amount of time available for teaching and learning to shrink.

I respectfully urge the State Board of Education to permanently protect student instructional time. Oregon students deserve consistent access to the instructional time necessary to learn, grow, and succeed.

Thank you for your consideration and for your commitment to Oregon's students.

Meghan Sellars
Milwaukie, Oregon

From: [REDACTED]
To: [StateBoard Public Email](#)
Subject: [Emma Fulford] Public Comment (Preserving Student Instructional Time)
Date: Tuesday, September 15, 2026 8:56:14 AM

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To the Oregon State Board of Education,

My name is Emma, and I live in Portland. My sister teaches in a Eugene public elementary school, and I have two nieces attending school there. Through conversations with my family, I see both the dedication of Oregon educators and the challenges that come with trying to meet students' needs in a system that often asks teachers to do more with less time.

I am writing in support of Oregon adopting strong, permanent protections for student instructional time, particularly the time students spend learning in the classroom with licensed educators. Every Oregon student deserves meaningful access to consistent, high-quality learning opportunities, and the state should ensure that time is carefully defined and preserved.

To me, this issue comes down to common sense. If instructional time is meant to support student learning, it should be defined as time students are actually learning with educators! Clear definitions create transparency and help ensure everyone is working toward the same goal. Parents, teachers, and community members should be able to understand how much classroom learning students are truly receiving.

I also believe these protections would benefit educators. Teachers are expected to help students meet grade-level standards, support students who are behind, and provide meaningful instruction across a wide range of needs. They need sufficient time with students to accomplish those goals. Protecting instructional time recognizes that teaching and learning cannot simply be compressed into fewer hours and fewer days.

I support these protections because we have an opportunity to strike an appropriate balance. We can recognize that emergencies and unforeseen circumstances happen while maintaining the expectation that routine challenges should not permanently reduce students' access to learning. Most importantly, they place

students at the center of decisions.

As Oregon continues working to improve academic outcomes, we should focus on policies that are clear, consistent, and centered on children. Protecting instructional time is one of those policies.

I respectfully ask State Board of Education members to permanently protect student instructional time. Oregon students deserve consistent access to the instructional time necessary to learn, grow, and succeed.

Thank you for your consideration and for your commitment to Oregon's students.

Sincerely,

Emma Fulford
Portland, Oregon

From: [REDACTED]
To: [StateBoard Public Email](#)
Subject: Support Changes to Shift How Districts Categorize Instructional Time
Date: Tuesday, September 15, 2026 3:02:59 PM

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Hello

My name is Hilary Waks, I am a resident of Portland, OR, and I have two children in PPS. The state of Oregon public education seems pretty bleak. I am quite bewildered that only 43% of our state's students meet our ELA proficiency standards, and just 31.5% meet math standards. While I am sure there are many things that could improve this, I believe protecting - and dare I say lengthening - instructional time would be a good place to start. As I am sure you know, we have one of the shortest school years and the shortest school days. Furthermore, the activities counted as instructional time, like recess and teacher planning do not feel expressly related to the instruction of our children. So, I do hope you are putting every effort into vastly improving Oregon's education system because in 20 years we will need this generation to sort out healthcare and global warming for us, so they need to be up to the challenge.

I am writing in support of Oregon adopting strong, permanent protections for student instructional time, particularly the time students spend learning in the classroom with licensed educators. Every Oregon student deserves meaningful access to consistent, high-quality learning opportunities, and the state should ensure that time is protected and preserved.

I support these protections because they establish a simple but important expectation: Oregon students should not receive less instructional time from one year to the next simply because of changing budget circumstances. Children's time in the classroom should not be treated as something that can be added to or removed from the calendar depending on the financial realities of a given year.

Many other states recognize this principle. Neighboring states such as Washington and California maintain clear expectations for instructional time and student learning opportunities. These safeguards are not designed to make school operations more difficult. They exist because student learning time is viewed as essential and worthy of protection. Oregon's students deserve the same commitment.

As Oregon continues working to improve student outcomes and address the persistent challenge of chronic absenteeism, protecting time in school should be a shared priority. We cannot expect students to achieve at higher levels while allowing the amount of time available for teaching and learning to shrink.

I respectfully urge the State Board of Education to permanently protect student instructional time. Oregon students deserve consistent access to the instructional time necessary to learn, grow, and succeed.

Thank you for your consideration and for your commitment to Oregon's students.

Sincerely,

Hilary Waks
Portland, OR

Dear Members of the State Board of Education,

My name is Haley Sawyer, and I am writing in support of Oregon adopting strong, permanent protections for student instructional time.

I am a former public school teacher, former legislative staff member, and current advocate for Oregon students. I grew up in southwest Washington, where 180 days of instruction was the norm and was guaranteed. Later, I began my career as a paraeducator in Vancouver, where the school calendar closely reflected the one I experienced as a student.

When I pursued a career in teaching and moved to Oregon, the difference was immediately noticeable.

I respectfully urge the Board to adopt permanent rules that preserve student instructional time and work towards a stronger school-year, on-par with our neighbors to the North and South.

Protecting instructional time is one of the most important student-centered decisions the state can make.

And it's something we desperately need in Oregon. Children in our state receive significantly less time in class than their peers nationally. It's not a coincidence that our academic outcomes are also near the bottom.

In my second year teaching fourth grade, roughly half of my students needed intensive reading intervention and support. We would make progress in small groups, build routines, and begin gaining momentum, only to lose that momentum when students were out of the classroom for multiple days. November would arrive, and it felt like every week required reteaching concepts, expectations, and routines before we could move forward. Then, almost as quickly, winter break would arrive.

None of this was a reflection of students, families, or support staff. It was a reflection of time.

My fourth graders were shortchanged on time for years before they reached my classroom, and many had major foundational skills gaps in reading and writing. Therein lies the vicious cycle. Delivering 180 days of content in 165 is a challenge in itself, but add the compounded learning loss on top of that, and the job felt impossible.

Since leaving the classroom, I have worked in the Oregon Legislature and in statewide education advocacy. I have seen how systemic challenges affect student outcomes and how weak expectations often lead to disappointing results. I have also seen how frustrating it is for educators to know they are on the verge of helping a student make a breakthrough but lack the time needed to get there.

Teachers want their students to succeed. They want to do their jobs well. Protecting instructional time helps create the conditions for both.

The temporary protections established through the Governor's Executive Order created an important expectation: instructional time should not be reduced. Making these protections permanent will provide the stability needed to ensure students continue to have access to the learning opportunities they deserve.

I respectfully urge the State Board of Education to adopt strong, permanent protections for student instructional time.

Thank you for your consideration and your commitment to Oregon's students.

Sincerely,

Haley Sawyer

Dear Members of the State Board of Education,

In April 2026, Governor Kotek took an important first step in getting children the time they deserve. She drew a line in the sand: learning time must be preserved.

As Executive Director of Stand for Children Oregon, **I am urging you to support student learning and opportunity by making the temporary rules, outlined in the Governor's Executive Order and before you today, permanent.**

At its core, the question before the Board is whether Oregon should allow student access to learning time to shrink over time. It is a question of whether Oregon is willing to accept falling even further behind, when we already rank near the bottom of the nation for time in school.

We strongly believe the answer is no.

It is imperative our state not fall even further behind the rest of the country in instructional time. Instead, we must be focused on how to catch up.

Our organization partnered with EConorthwest to better understand how much time Oregon students spend in school and how that compares nationally. What we found was stark. **Oregon ranks 47th in the nation for instructional time. By graduation, the average Oregon student will get 1.4 years less of school than students nationally.**

We also found that Oregon's low and flexible rule has created significant variation from school district to school district within Oregon. **The variation within our own state can exceed another 1.4 years ([see district look-up tool](#)).**

These findings helped elevate an issue that people have long recognized: time matters. And Oregon students are not getting enough of it. They also helped to reveal how variable the length of the school year is across the state.

Meanwhile, every educational goal we have for students depends on sufficient time for teaching and learning. Whether we are discussing literacy, math, student engagement, attendance, academic recovery, or career and college readiness, students need time with educators and educators need time with students.

Students need time to learn new material, practice new skills, build understanding, and apply what they have learned. Educators need time to teach, reinforce concepts, and help students who need additional support.

When schools are asked to deliver 180 days (the national average) worth of learning in 165 days (Oregon's average), students do not receive all that they are intended to receive.

As of late, I've heard a lot of people say, "it's not how much time that matters, it's how the time is used." **And of course the quality of instruction matters, but this is not an either/or.**

The rules before you today are about preserving instructional time. They recognize a simple but important principle: students should not lose access to instructional time from one year to the next. **They help ensure that learning opportunities move forward rather than backward while our state looks for the best way to expand instructional time.**

This is a reasonable safeguard and an important foundation for long-term implementation of the Governor's Executive Order.

As Oregon continues working to improve student outcomes, protecting instructional time should remain a shared priority. We cannot expect students to achieve more while giving them fewer opportunities to learn.

I respectfully urge the State Board of Education to adopt strong, permanent protections for student instructional time. Oregon students deserve consistent access to the learning opportunities they need to learn, grow, and succeed.

Thank you for your consideration and for your continued commitment to Oregon's students.

Sincerely,

Sarah Pope

From: [REDACTED]
To: [StateBoard Public Email](#)
Subject: Audrey DeCoursey - Public Comment (Preserving Student Instructional Time)
Date: Wednesday, September 16, 2026 9:53:32 AM

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Dear Members of the State Board of Education,

I am writing to support a definition of instructional time that puts student learning at the center, and aligns Oregon closer to the definitions and amounts in other states.

I support strong and permanent protections for students' learning time in the classroom. My children deserve high-quality, consistent instruction, and every one of your kids does as well, and so does every student in Oregon. You are in the position to help ensure this basic standard for all our kids.

As a parent, I have contorted my schedule to meet the inconsistent school calendar - random half-days and weekdays off. Barely half of the weeks during the school year are full five-day weeks. We have parent-teacher conferences in the middle of the workday when school is out, so we must secure childcare as well as take time off work.

I am happy to do all this if it means improved learning for my children, but I am not confident that these upheavals are helping our kids, especially after the tumultuous COVID years. Is it worth it? Are we seeing the results, in terms of educational outcomes, that our kids deserve? Oregon's low literacy scores do not reassure me that we are on the right track.

I have been inspired (and frankly embarrassed) to learn how other states are surpassing Oregon in protecting instructional time. My friend who teaches in Vancouver, Washington, has a minimum of 180 school days, which would be off the charts for an Oregon school. Do Washington kids deserve more instructional time than Oregon kids? Washington doesn't have more classroom time to make school operations harder but because student learning is essential and worth protecting.

Oregon can do this. We have made big changes before to improve educational outcomes, such as adopting full-day kindergarten. Let's take this step to preserve student learning time, needed for our kids to learn, grow, and succeed with their peers across the country.

I respectfully urge you as the State Board of Education to permanently protect student instructional time. Thank you for your consideration and for your commitment to Oregon's students.

Sincerely,

Audrey DeCoursey

Portland, Oregon

Portland Public Schools parent

From: [REDACTED]
To: [StateBoard Public Email](#)
Subject: [Dana Nerenberg] Public Comment (Preserving Student Instructional Time)
Date: Wednesday, September 16, 2026 9:37:11 AM

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Dear Members of the State Board of Education,

As an Oregon educator with more than 30 years experience working in public schools, I know how much students depend on consistent time with licensed educators to build knowledge, develop skills, and gain confidence. Public education matters deeply to me because every student—regardless of background, circumstances, or ZIP code—deserves a meaningful opportunity to learn and succeed.

I am writing in support of strong, permanent protections for student instructional time, particularly the time students spend learning in the classroom with licensed educators. Every Oregon student deserves consistent access to high-quality learning opportunities, and the state should ensure that this time is protected and preserved.

In my work with students, I have seen that learning depends on continuity. Students need time to engage with new material, receive feedback, ask questions, practice developing skills, and build on prior lessons. When instructional time is reduced, it becomes more difficult to provide those opportunities and meet the varied needs of learners. Even modest reductions can accumulate, affecting students' academic progress and placing additional pressure on both students and educators.

These protections establish a simple but important expectation: Oregon students should not receive less instructional time from one year to the next because of changing budget circumstances. Time in the classroom should not be treated as something that can be added to or removed from the calendar based on the financial realities of a particular year.

The proposed rules also strike an appropriate balance. They recognize that genuine emergencies and unforeseen circumstances occur while maintaining the expectation that routine challenges should not lead to lasting reductions in students' access to learning. By requiring districts to restore reduced instructional time and creating greater transparency statewide, these rules keep the focus where it belongs: on students.

As Oregon works to improve student outcomes and address chronic absenteeism, protecting time in school should be a shared priority. We cannot reasonably expect students to achieve at higher levels while allowing the time available for teaching and learning to shrink.

I respectfully urge the State Board of Education to adopt permanent protections for student instructional time. Oregon students deserve consistent access to the time, support, and instruction they need to learn, grow, and succeed.

Thank you for your consideration and for your commitment to Oregon's students.

Sincerely,

Dana Nerenberg

Portland, OR



September 16, 2026

To: Dr. Charlene Williams, ODE Director
Cynthia Richardson, State Board of Education Chair
Libra Forde, State Board of Education Vice Chair
Mona Khalil, State Board of Education Second Vice Chair
Oregon State Board of Education

From: Emielle Nischik, Executive Director, Oregon School Boards Association

Subject: OSBA's Public Comment on Implementing Executive Order 26-06: Preserving Instructional Time and Implementing Senate Bill 1596 (2026): Play-based Learning

Dr. Williams, Chair Richardson, Vice Chair Forde, Second Vice Chair Khalil, and Members of the Oregon State Board of Education,

On behalf of the Oregon School Boards Association, which represents all 197 school districts and 19 education service districts in Oregon, thank you for the opportunity to provide comment on the proposed rule in response to the Governor's Executive Order on instructional time. We appreciate that much of our and other education partners' feedback has been incorporated into the proposed rules and we especially appreciate the thoughtful dialogue with the Department of Education during the rule drafting process.

OSBA acknowledges Oregon's shortened school year when compared to other states and fully supports increasing instructional time for Oregon's students. However, we want to ensure that the increased instructional time comes with the necessary additive funds to increase the school year and that the districts are providing quality instructional time, not just more. We know that this is the first phase of rulemaking on instructional time, so we ask that you keep the above and below points in mind as you consider the proposed rules on professional development and parent-teacher conferences.

Proposed rule OAR 581-022-2320(7)(f) and 581-022-2323(6)-Extraordinary circumstances

We appreciate permitting districts to use up to 16 hours for extraordinary circumstances and calendar variances. Many of our school districts have been impacted by the devastating wildfires over the past few school years and many are also impacted by inclement weather, including ice and snowstorms. Permitting districts to count 16 hours of emergencies or calendar variances toward their instructional time will help districts be able to plan if something out of their control occurs during the school year. We also appreciate the removal of requiring that districts not have "prior knowledge" of the extraordinary circumstance in order to use the 16 hours. Districts typically have "prior knowledge" of inclement weather events, but the events are still out of their control. Removal of that portion gives districts more flexibility.

Proposed rule OAR 581-022-2320(11)-Instructional time levels

We appreciate the removal of the two different definitions of instructional time (instructional time and student instructional time) as that would have caused a lot of confusion at the district level and for the public. This proposed section prohibits districts from reducing their instructional time below the 2024-2025 or 2025-2026 school year levels, whichever is higher. If districts do go below that base level, they are required to restore that time in the subsequent 2 years or post a written notice as to why the district cannot restore that time. The previous rule prohibited districts from going below the previous school year's instructional time, if that time was higher than the 24-25 or 25-26 school year. This would have essentially disincentivized districts from increasing their instructional time on any given year because they would be locked into that time and if districts are in a tight budget cycle (as they are now), their only real option is to lay off staff to balance the budget.

We still have concerns that this furthers the inequities of instructional time around the state. If the goal is to increase instructional time in all districts, this rule does not do that. Each district is locked into their own level from the two previous school years (2024-25 or 2025-26), which means there will still be drastic differences around the state. As stated above, OSBA supports increasing instructional time and ensuring that students from Eastern to Western Oregon receive the same quality instructional time. However, an increase has to come with additional funds.

More instructional time does not equal better instructional time

As we look ahead to the next cycle of proposed rules, we want to emphasize that simply increasing instructional time does not mean increasing *high-quality* instructional time. Later today you will hear a presentation from ODE staff on the importance of professional development for effective use of instructional materials in the classroom. Our educators need professional development and quality communication with parents so that they are providing Oregon students with the high-quality teaching Oregonians expect. Additionally, parent-teacher conferences permit the type of collaboration that is essential for student growth.

We encourage this board to maintain the current allowances of up to 30 hours for professional development and up to 30 hours for parent-teacher conferences in instructional time. If districts are locked into their instructional time from the higher of 24-25 or 25-26, and they included any amount of professional development or parent-teacher conferences in that calculation, districts will be on the hook to find funds to cover up to 60 hours of time that can no longer be counted. The alternative is to forego that professional development and conference time. In either case, most districts will have to reopen bargaining and district budgets will be stretched thinner than they already are.

We look forward to continuing to work with the Department of Education in the development of these rules and we encourage the State Board to continue to consider our school districts diverse and unique perspectives.

Sincerely,

A handwritten signature in black ink, reading "Emielle Nischik". The script is fluid and cursive, with the first name "Emielle" being more prominent than the last name "Nischik".

Emielle Nischik
Executive Director
Oregon School Boards Association (OSBA)

C: Johnna Times, Governor's Education Advisor
Governor Tina Kotek

Dear Dr. Williams, Chair Richardson and members of the Oregon State Board of Education,

On behalf of the Oregon School Employees Association, we appreciate the collaborative process from the Oregon Department of Education and the Oregon State Board of Education as it develops its permanent rule in response to Executive Order 26-06. We know a lot of work and discussion has gone into this rule in response to concerns on all ends, and we appreciate the compromise that has gone into the current language. OSEA represents nearly 26,000 classified school employees, including bus drivers, nutrition specialists, educational assistants, and secretaries – the frontline staff who keep schools running every day. We respectfully offer these recommendations and comments for your consideration.

1. Address systemic inequities

Oregon's rules on instructional time have never been uniform. In 197 different school districts, there are 197 different rules, contracts, and compromises that have been made. Although the point of this rule is to restore instructional time for districts that have reduced it, the 2024/25 school year was not the first-time districts in Oregon experienced a budget crisis and needed to reduce time. There is nothing inherently special about the 2024/25 school year that makes it an ideal point in time to go back to. This rule does not add or standardize time across districts, but rather locks districts into 197 different status quos that already weren't meeting goals.

2. Allow necessary time for implementation

Districts were forced to submit restoration plans to the Department before these final rules had even been adopted, and those plans have already done damage. Districts are already preparing for rules on professional development (PD) and conference time, without knowing where the Board will land. Staff has been laid off, or threatened with it. Now the rules are changing, and we are not even done discussing them. These new rules are a step in the right direction, but they don't reverse the damage that has already been done. We should not be asking districts to fly the plane before it has even been built.

3. Incentivize added time

Districts added furlough days because chronic underfunding forced hard decisions, not because they are against instructional time. Now districts are going to be locked at an arbitrary minimum for perpetuity. This makes districts less likely to add instructional time in the future, even if they have the funding to do so, out of fear that they could be held to that standard even if they face a new budgetary concern.

4. Create a statewide instructional framework

Oregon has one of the shortest school years in the country, and more time is needed for our students to reach goals. But the greatest driver of student achievement isn't the quantity of time, but the quality of the time provided. Oregon would benefit from a statewide framework for both quality and quantity of time that clearly defines a framework for districts to provide adequate training and support to their staff.

5. Allow local exceptions

We appreciate that the most current draft of the rule acknowledges that exceptions will be necessary due to snow days, emergencies, even natural calendar variance. These changes are a good step in the right direction. OSEA strongly supports giving districts the ability to adapt to circumstances that vary across communities.

6. One standard definition

We appreciate changes reflected in the most recent draft rule that focuses on the Division 22 requirements and phases out the bell-to-bell standard. Maintaining two different definitions created confusion for school staff and leaders, and the bell-to-bell metric included portions of a school day that do not reflect actual instructional time students receive, such as lunch and recess. We recommend the Board continue to use the Division 22 standards to create a single definition and align better with the accountability rules adopted in SB 141.

7. Funding, timeline and alignment

As this Board continues to discuss rules, we must keep in mind that instructional time standards should be thoughtfully aligned with funding structures, accountability, and collective bargaining. This would help districts budget and prepare adequately, and allow school staff and administrators to bargain contracts that are not reactive or rushed. Additionally, we encourage this Board, the Governor's Office, and the Legislature to explore additional funding so these rule changes can be implemented without cutting essential staff positions.

8. Protect professional development and conference time

Classified educators are the most student-facing part of the education system, and receive the least training. As a result, they often don't receive the information they need and have to respond to crises they are not trained for. OSEA worked hard to pass SB 756 and SB 758 to make sure classified are included in IEP and parent meetings, and it has already been challenging to ensure school districts follow the law. The current rules don't allow schools to count those meetings as instructional time, even though they are essential to student success. By limiting time for those meetings, we take away one of the only levers for staff to receive quality support in their jobs, and for parents and staff to get on the same page about student outcomes.



Again, we appreciate the collaborative approach the Board and Department have taken in adopting these rules, and the opportunity to continue speaking about their impact on OSEA members. It is important to remember that taking the time for thoughtful, intentional rulemaking results in better outcomes for students, staff, and communities. Even with the best of intentions, rules that change the goalposts and create uncertainty perpetuate a system that isn't serving anyone. We are all on the same page about the goal – students in Oregon need more high-quality instructional time. Students also need more support than ever before.

OSEA members are the first people our students see in the morning and the last they see in the evening. We are the leaders who will be responsible for implementing this work on the ground, with our students. That experience is necessary as you craft the next steps of your work, and we welcome the opportunity to be a resource for this Board and the Department as this work moves forward.

Thank you for your leadership and for the opportunity to make this comment. We value the partnership and look forward to moving forward together.

Sincerely,

Willis Homann

OSEA Director of Government Relations and Communications



From: [REDACTED]
To: [StateBoard Public Email](#)
Subject: Coco Sites Public Comment (Preserving Student Instructional Time)
Date: Wednesday, September 16, 2026 4:57:40 PM

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Dear Members of the State Board of Education,

My name is Coco Sites, and I'm a parent of a first grader at Abernethy Elementary in Portland Public Schools. I'm writing to urge the Board to adopt the permanent rule change that removes parent-teacher conferences and staff professional development from the definition of "instructional time."

Honestly, I was surprised to learn this was even a question. As a parent, "instructional time" means time my child is actually being taught. Finding out that up to 60 hours a year - time when my child isn't even in the classroom - can currently count toward that total was frustrating, and honestly, hard to swallow. That's a substantial amount of time for my daughter to not spend learning. I don't think it should be counted like it is.

I wanted to get an idea of how Oregon compares to Washington and California to get more context and put this info together: What I'm taking from this is that Oregon's requirements are lower than that of our neighboring states when factoring in respective definitions of "instructional time". If we were to adopt the rule change to exclude professional development and parent teacher conferences we'd still be on the bottom but make strides towards closing that gap.

I understand PPS and other districts have real concerns about staffing contracts and budgets, and those are legitimate issues that deserve attention. But I don't think the solution is to keep counting non-instructional hours as if they were classroom time. If the real number of instructional hours is too low, the answer is to fix that number - not redefine "instructional time" to hide it.

I respectfully ask the Board to adopt the permanent rule as proposed.

Thank you for your time and for considering my testimony.

Coco Sites
Portland, Oregon

EO 26-06 Instructional time

Testimony at the State Board of Education

Dear Chair Richardson, Vice Chair Forde, Second Vice Chair Khalil, and Members of the State Board of Education,

On behalf of Oregon PTA, the state's largest and oldest child advocacy organization and the thousands of families across the state whom we represent, we respectfully submit testimony to you in regard to the implementation of Executive Order 26-06: Preserving Instructional Time.

Aligned with previous remarks to the board¹, we continue to be concerned about the rigor of ODE's rule making process.

To ensure that major rule making efforts such as the rule for "Preserving Student Instructional Time" before you today will significantly and positively impact our K-12 system and students outcomes, we need

1. A robust analysis of the status quo and the decisions and systems that led to it
2. A systematic approach that is cognizant of the nuances of our K-12 system, aligns with national (and international) best practices, and improves our overly complex K-12 governance system²
3. A clear connection between the rules presented and the outcomes intended.

In our opinion, the draft rules and accompanying materials fall short on all three criteria (see Appendix for detailed notes).

In particular we are concerned that the department has not been able to show that the draft rules would meaningfully improve student outcomes, let alone do so equitably. Additionally, by creating more onerous burdens on districts attempting to increase instructional time, the draft rules seem unlikely to even achieve the shared goal of increasing learning time in Oregon.

We appreciate that the proposed rules maintain the existing, limited inclusion of professional development as well as time spent on family engagement in the calculation for instructional time. We stand ready to provide additional documentation to the board underlining the importance of these activities to the success of our teachers and even more importantly, our students. We understand from ODE that additional rule making on this matter is scheduled to begin this November and we look forward to the engagement.

¹ Oregon PTA "[Public Comment: Statewide Performance Growth Targets](#)", April 28, 2026

² Secretary of State "[K-12 Education – Systemic Risk Report](#)", May 2022

We believe the appropriate mechanism to safeguard and to increase instructional time in Oregon would be to increase the minimum hours of instructional time required in OAR 581-022-2320 combined with a corresponding legislatively appropriated increase in school funding. We would be in support of the State Board of Education, the Department of Education, and Governor Kotek making such a request to the legislature in 2027.

We stand ready to work with Governor Kotek in reducing **chronic absenteeism** in Oregon because the number of instructional minutes becomes meaningless when students aren't attending.

We continue to hear that many **students with disabilities are still on abbreviated school days** which limits their educational opportunities.

Some public comment submitted pretends that districts don't have to make hard budgetary choices, that Oregon districts can offer seemingly limitless instructional time while expanding curriculum, professional development, family engagement, and offer small class sizes at the same time. And while we share the high aspirations of our fellow advocates, wishful thinking cannot be our guide for rule-making.

Oregon PTA supports significantly more instructional minutes and longer school years - but these need to be an investment and shouldn't be a trade-off - especially not one likely causing harm to underserved student populations:

Lengthening the school year but eliminating the support from paraeducators to pay for it would not help students with disabilities access grade level content. Eliminating interventionists working with English Learners could lead to them falling behind instead of catching up. Cutting extracurriculars might not mean much to a privileged student playing club sports, but especially for kids experiencing poverty participating in school sports leads to higher engagement and attendance in school. Cutting staff might also lead to larger class sizes, reduces teacher-student interactions and impedes student well-being and sense of belonging.

As shown in the Appendix there seems to be no indication that districts in Oregon focussed on quantity of instructional time produce better outcomes than those with lower instructional time (page 9-10). We urge you, the State Board of Education, to put improving student outcomes especially for historically underserved groups at the heart of your decision-making.

Thank you,

Robin Roemer
VP for Legislative Advocacy
Oregon PTA

Appendix

1. Analysis of the status quo and the decisions and systems that led to it

Current Division 22 compliance

There are currently **four districts in Oregon that have self-reported to be out of compliance with the existing instructional time requirements** (OAR 581-022-2320) in the 2024-25 school year.³ The **STAND/EConorthwest analysis⁴** seems to suggest that more districts are out of compliance with Division 22 standards than just those that have self-reported.

- a) *Which districts are out of compliance, why are they out of compliance and what corrective actions has ODE taken?*
- b) *How can this inform future enforcement processes?*
- c) *How can a district such as Double O SD 28 that according to STAND offers 918h total “student contact time” (including lunch and recess) meet the current 900h core instructional requirement? STAND’s analysis suggests that students in Double O might have less than 7 minutes for lunch and recess each day?⁵*
- d) *Can ODE from its recent data collection provide more insight into the actual amount of instructional time students receive and how this aligns with (or contradicts) STAND data?*

Impact on students going to college

It has been argued that Oregon students are behind their national peers when they reach college due to the lower number of instructional hours in Oregon compared to other states.⁶ We have not been able to find data supporting this statement. On the contrary, Oregon students seem to post higher average SAT scores than neighboring states such as Washington and California.⁷

- e) *Does the state have access to data that provides insights into Oregon student college experience compared to other states?*
- f) *Given that our higher performing students (SAT takers) might not be significantly impacted by Oregon’s shorter school year, wouldn’t this suggest that additional focus should be on lower performing students? Would removing supports for low-performing students in order to pay for more instructional time for all students benefit low-performing students?⁸*

³ [ODE Division 22 Standards Assurances Reporting Totals \(2020-2025\)](#)

⁴ <https://share.econw.com/contact-time/>

⁵ (918h-900h)/165 days = 6.5min/day

⁶ Sarah Pope, “Is Oregon’s Low Instructional Time Shortchanging Students?”, City Club of Portland Panel

⁷ [Average SAT® Test Score by State 2026](#)

⁸ “Moreover, we find considerable heterogeneity in the effectiveness of instructional time across ability-related tracks, with the more able students benefitting more. Additional instruction time increases the within-school variance of subject-specific test scores, indicating an increase in educational inequality.” Cattaneo, M. A.,

Alternatives to furlough days

Executive Order 26-06 was widely seen as a reaction to a number of districts in Oregon approving furlough days to balance their budgets.⁹ Some districts have cited unexpected inflationary pressures or falling revenue from local property taxes - different from those calculated in the state's CSL calculation - as a reason for reducing instructional time.¹⁰

- g) What alternative approaches to balancing those budgets did school districts have and which approach would ODE have recommended to districts instead of furlough days?*
- h) Does the state plan to support districts in the future when inflation outpaces the original State School Fund CSL calculation or the final legislative appropriation falls below CSL levels especially in 2027-28? What other sources of funding could be made available to districts to address funding shortfalls? What role does the Education Stability Fund play or should play in maintaining instructional time in Oregon?*

Oregon's instructional time in the national context

Executive Order 26-06 states that Oregon ranks 47th in the nation in required instructional time.

STAND states that Oregon ranks on the lower end for required time (without naming a rank) and 47th for actual instructional time citing Kraft and Novicoff (2024).¹¹ In Kraft and Novicoff (2024), the majority of states with lower numbers of instructional time seem to be states that are known for having a high cost of living (e.g. Hawaii, Oregon, Alaska, California, Massachusetts, Washington) while many of states near the top (e.g. Arkansas, Mississippi, Louisiana, West Virginia) have a generally lower cost of living.

- i) What is the source for the statement in the Executive Order that describes Oregon as 47th in required instructional time and how does that study account for state-level variations in how instructional time is defined?*
- j) Does Oregon's cost of living factor into the ability of school districts to provide a higher number of instructional hours and if yes, how could this be addressed?*

Oggenfuss, C., & Wolter, S. C. (2017). The more, the better? The impact of instructional time on student performance. *Education Economics*, 25(5), 433–445. <https://doi.org/10.1080/09645292.2017.1315055>

⁹ Julia Silverman, "[Governor to Oregon schools: Stop using furlough days as a budget fix](#)", The Oregonian, April 20, 2026.

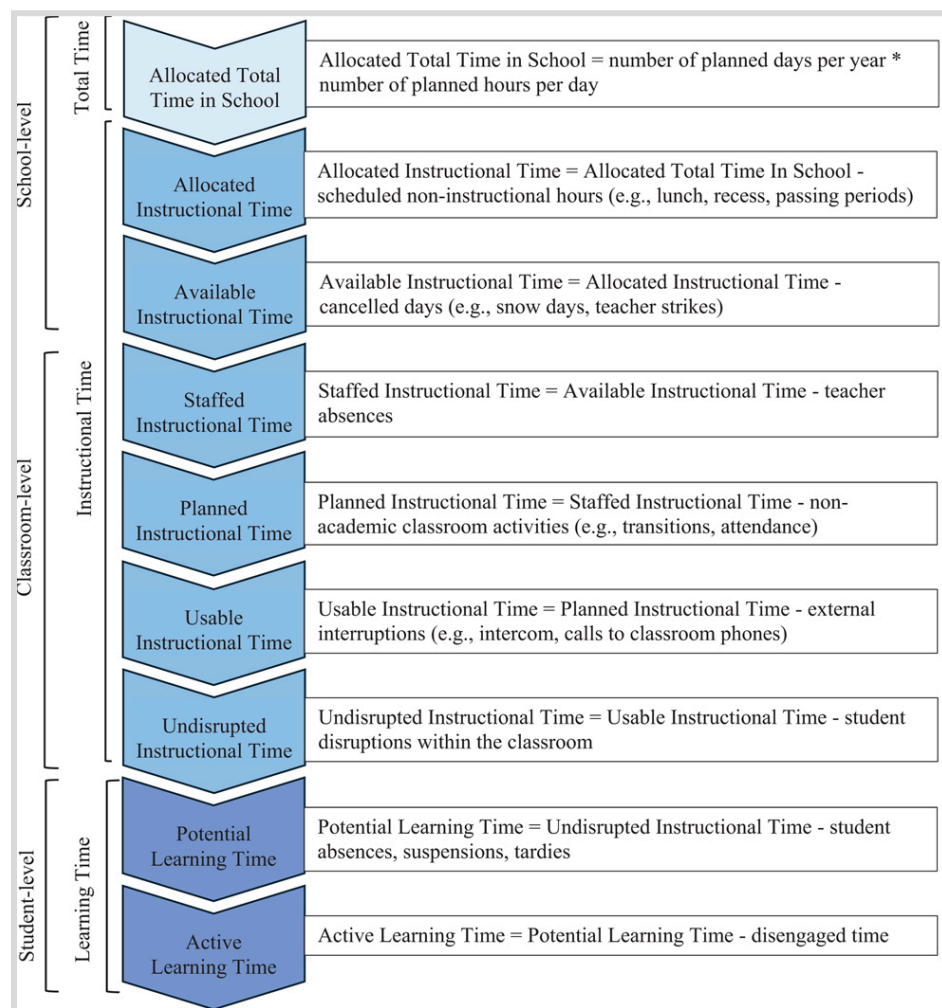
¹⁰ Julia Silverman, "PPS students set to have 3 fewer days at school this spring, as teachers approve furlough plans", March 20, 2026.

¹¹ Kraft MA, Novicoff S. Time in School: A Conceptual Framework, Synthesis of the Causal Research, and Empirical Exploration. *Am Educ Res J*. 2024 Aug;61(4):724-766. doi: 10.3102/00028312241251857. Epub 2024 May 30. PMID: 40842848; PMCID: PMC12366744.

2. A systematic approach that is cognizant of the nuances of our K-12 system, aligns with national (and international) best practices, and improves our overly complex K-12 governance system

Systematic framework for “time in school”

Kraft and Novicoff (2024) often-quoted work lays out a systematic framework to classify various concepts of time in school. It moves from “Total Time” (the amount of time in an academic calendar) to “Instructional time” (the amount of time dedicated to instruction) to “Learning time” (the amount of time students spend learning).



- k) Why is the proposed rule focussed (at least temporarily) on “Allocated Total Time” (called “Student Instructional Time” in the proposed rule) rather than “Learning Time”? Why has ODE not chosen a naming more consistent with research literature?

Impact of additional time on student outcomes in research and other approaches related to time

Kraft and Novicoff (2024) seem to conclude that **only large additions of instructional time** (such as adding weeks or moving from half- to full-day kindergarten) **have a truly significant impact on student outcomes**. Kraft and Novicoff also mention **other interventions related to time in school** with potentially higher levels of impact such as avoiding 4-day school weeks or later high school start times.

- l) *What is the measurable change in student outcomes across the state that ODE is expecting from this new rule? What research is this expectation based on?*
- m) *Does ODE plan to propose additional rules relating to time in school such as 4-day school weeks?*

Quality of instruction

An imperfect measure of quality of instruction that is often used is **student-to-teacher ratio**. This metric seems to vary even more widely in Oregon schools than instructional time.

2024-25 ¹²	Center for Advanced Learning (Gresham-Barlow)	Fossil Charter School (Fossil SD)
Student(s)	1	2,482
Teachers	14	57
Ratio	1 : 14	43.5 : 1
Per student expenditure (2023-24) ¹³	\$3.8 million	\$10,311

Also, from the 2026 Quality Education Commission Report¹⁴:

“Reducing **class size** is a big cost driver in education. Research indicates that children in smaller classes are more successful, both academically and otherwise, particularly in elementary grades, and that class size reduction can be an effective strategy for closing racially or socioeconomically-based achievement gaps. [...] Although all students benefit, poor, minority, and male students reap extra benefits in terms of improved test scores, school engagement, and reduced grade retention and dropout rates. Oregon educators continue to cite large class size as an impediment to student learning. Class size continues to be a topic of conversation as a potential, yet costly, solution for improving learning for Oregon’s students. Research indicates that large reductions in class sizes,

¹² <https://www.ode.state.or.us/data/ReportCard/>

¹³ <https://www.oregon.gov/ode/schools-and-districts/grants/pages/school-level-expenditure-report.aspx>

¹⁴ <https://www.oregon.gov/ode/reports-and-data/taskcomm/Documents/Quality%20Education%20Commission%20OEM%20Report%202026.pdf>

especially in the early grades and especially for some focal student groups can make a meaningful long-term difference for students - especially when classes are led by effective educators.”

- n) *Should instructional time be considered independently of student-teacher ratios, class sizes or other measures of quality of instruction? Given the potential trade-offs involved between instructional time and class sizes, why does ODE believe more instructional time should be prioritized over other measures such as smaller class sizes that are highlighted in the QEC report?*

Application of the rule to specific school settings and situations

A significant and increasing number of students in Oregon attend **virtual schools**.

- o) *How does the “bell-to-bell” concept of “Student Instructional Time” in OAR 581-022-2323 apply to asynchronous, virtual instruction models?*

Many Oregon students attend **Outdoor School** in fifth or sixth grade.

- p) *How is time at Outdoor School counted towards instructional time limits both under OAR 581-022-2320 and OAR 581-022-2323?*

Many school districts in Oregon have reduced their **library** staffing due to budgetary constraints and library programs are now often led by classified staff instead of licensed librarians.¹⁵

- q) *Can ODE clarify when time in a school library that is only staffed by an instructional aide counts towards instructional time in cases where there is no licensed librarian or classroom teacher nearby? [This part of the rule does not seem to be changing]*

We understand that some districts (e.g. PPS) schedule **athletic competitions** during the school day or in a manner that students have to leave school early to attend them.

- r) *How does it affect instructional time calculations both under OAR 581-022-2320 and OAR 581-022-2323 when significant numbers of students leave campus for district sponsored athletic activities?*

New instructional time limits by individual district

OAR 581-022-2320 (11) creates in perpetuity different instructional time limits for each individual district and charter school in Oregon.

- s) *Who is responsible for maintaining the record of the instructional time offered in the 2024-2025 and 2025-2026 in each district?*
- t) *Wouldn't it be simpler and more transparent to include the specific limit for each district directly in the rule instead by incorporating it by reference?*
- u) *How does establishing different instructional time limits for each individual district by state rule align with the constitutional requirement of the establishment of a uniform system of schools*

¹⁵ See Oregon PTA, “[Library Staff \(FTE\) to Student Ratio 2024-25](#)”

(Article VIII, Section 3) and the authority delegated by the legislature to the State Board of Education?

- v) *In the case of district mergers, which instructional time limit will apply to the new district? Which instructional time limit will apply to newly created charter schools or to new public schools in districts that currently do not maintain a public school (that is not an independent charter school)? Which instructional time limits will apply to charter schools directly chartered with the State Board of Education?*

3. Connection between the rules presented and the outcomes intended

Locking in current inequities

By defining required instructional time on a district by district basis, the proposed rule seems to solidify current variations in instructional time across districts rather than ensuring a consistent student experience across the state.

- w) *Does ODE believe discrepancies in the instructional time students receive across the state is inequitable and should those differences be minimized?*
- i) *If yes, how does the proposed rule lead to greater coherence across the state and how can greater coherence statewide be achieved - especially fiscally - in a way that no student sees their instructional time reduced?*
 - ii) *If no, ODE does not believe discrepancies in instructional time between districts need to be minimized (e.g. for students moving from one district to the next), what is the rationale for why discrepancies across time - one year to the next - matter?¹⁶*

In our understanding, some districts may have utilized federal ESSER funds or SIA funding to maintain or increase instructional time in the 2024-2025 or 2025-26 school year. As ESSER funds have expired and we are seeing SIA funds dropping below CSL levels, the rule might lock districts into time requirements that were connected to funding that is no longer accessible to them.

- x) *Does ODE know which districts used ESSER or SIA funding to increase or maintain instructional time in ways that impacted the 2024-25 or 2025-26 school years and to which extent and which districts did not?*
- y) *Does the proposed rule reduce flexibility for districts that used SIA funds for expanded instructional time in 2024-25/2025-26 by holding them to a higher standard than districts that chose other purposes for their SIA funds?*

¹⁶ A student moving from attending PPS in one year to attending David Douglas the next would see their instructional hours reduced by 113 hours and there would be no intervention from ODE under the proposed rules, but if the same student stays in PPS and the district reduces instruction by as little 1 hour, ODE would intervene?

Incentives for districts to restore instructional time

OAR 581-022-2320 (11)(b) asks districts to submit restoration plans to the department for any increases in instructional time to return to 2024-26 levels. Districts choosing not to restore instructional time must only provide notice and written justification as approved by their local school board. The latter seems to be no change to current practice of how district schedules and calendars are set.

- z) *Why does the rule create additional burden for districts restoring instructional time while practically maintaining the status quo process for districts not restoring time? How does this incentivise districts to restore time?*

Note: The draft rules presented to ORCA included a provision that districts would have to constantly maintain or increase instructional time.¹⁷ The draft rules presented to the State Board of Education seem not to include such a provision. As was commented at ORCA such a provision would likely disincentive districts to expand instructional time at all as each increase would automatically become the new baseline for time requirement in future years.

Oregon specific correlation between instructional time and student outcomes

STAND¹⁸ and media reporting¹⁹ have highlighted Myrtle Point SD in the discussion around instructional hours. Together with nearby Glendale SD, Myrtle Point SD is among the districts with the longest elementary school years in Oregon, very much in contrast to neighboring Camas Valley SD which has among the shortest. According to ODE achievement data though, students in Camas seem to perform significantly better than students in Myrtle Point and Glendale.

	Myrtle Point	Glendale	Camas Valley
County	Coos	Douglas	Douglas
Enrollment	573	298	207
Elementary contact hours	1162	1155	1015
Secondary contact hours	1208.35	1155	1015
Regular Attenders	62%	62%	67%

¹⁷ <https://docs.google.com/document/d/1bnHT1v2W4vx0UlxXzyUyWlFphCa6la1G/edit> OAR 581-022-2323 (3)(b) and (5)

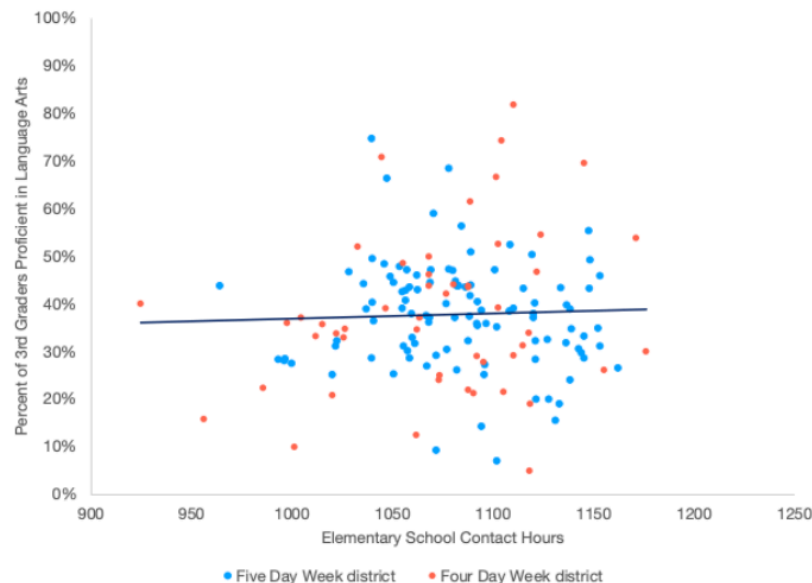
¹⁸ Sarah Pope, "Is Oregon's Low Instructional Time Shortchanging Students?", City Club of Portland Panel

¹⁹ Betsy Hammond, Julia Silverman, "In Oregon, school years can vary by a month. Why is largely random", The Oregonian, April 23, 2026

Grade 3 ELA	27%	27%	46%
Grade 8 math	8%	<5%	39%
Grade 9 on track	95%	>95%	92%
On-time graduation	84%	65%	94%

Similarly, a recent study commissioned by STAND²⁰ shows very little correlation between instructional time and the important 3rd grade ELA benchmark.

Exhibit 4. 3rd Grade Language Arts Proficiency by Instructional Time (by District)



- aa) *Is there scientific Oregon-specific evidence of a strong correlation between instructional time in a district and student outcomes?*
- bb) *What Oregon-specific research leads ODE to believe that the proposed rules would overall increase student outcomes in Oregon?*

²⁰ Stand for Children Oregon, “Increased Instructional Time in Oregon”, March 12, 2026.

From: [REDACTED]
To: [StateBoard Public Email](#)
Subject: Janene Kajitani Public Comment (Preserving Student Instructional Time)
Date: Thursday, September 17, 2026 8:20:16 AM

You don't often get email from [REDACTED]. [Learn why this is important](#)

[*** This message was sent from outside the organization. Treat attachments, links and requests with caution. Be conscious of the information you share if you respond. ***]

Dear Members of the State Board of Education,

My name is Janene and I'm the parent of two public school students; one middle schooler, and one high schooler. In general, I have been very happy with their school experience. Their teachers have been caring, engaging, and supportive, and my children genuinely seem to enjoy being at school.

However, I've become increasingly concerned about the amount of time they—and other Oregon students—are getting with their teachers. Last week when I completed the annual ritual of syncing our school calendar with my work calendar, I counted sixteen partial weeks for the upcoming school year—fewer than 60% were five-day weeks. That evening, I was discussing Oregon's distressingly short school year with my 10th grader, who is beginning to think about life after graduation. He lamented the fact that when it's time to apply to colleges and/or jobs, he'll be competing against students who received up to a year more schooling than him, simply because of the state they live in.

That is why I am writing today to urge you to make the temporary rules for instructional time permanent. Oregon needs a strong baseline for instructional time; one that cannot be eroded from one year to the next because of changing budget circumstances. Time is too important. If students aren't in school, quality instruction can't happen.

Thank you for taking the time to read my letter, and for your commitment to Oregon students.

Sincerely,

Janene Kajitani
Washington County, Oregon
Public School Parent

Oregon State Board of Education Docket

Summary

Meeting Date: 9/17/2026

Title: 2026-2027 School Board Advisor Nomination

Status: Adoption (item has changed)

Presentation: No (Written Report Only/Consent)

Key Staff: Chair Cynthia Richardson

Topic Summary: Nomination for State Board of Education School Board Advisor Position.

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

OVERVIEW

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Its members are volunteers, with unique professional and lived experiences.

1. Which of the following positions are being nominated, and who are the nominees?

- ☐ Chair: _____
- ☐ Vice-Chair: _____
- ☐ 2nd Vice-Chair: _____
- ☐ Superintendent Advisor: _____
- ☒ School Board Advisor: Nancy Castillo McKinnis
- ☐ Teacher Advisor: _____
- ☐ Student Advisor(s): _____

2. What are the term lengths and core responsibilities for these positions? Are these set by policy, rule, or statute?

Board policy establishes the School Board Advisor position and sets an annual term of July 1-June 30. Advisors may be reelected to serve consecutive terms. Board policy states that advisors are responsible for attending Board meetings; assisting the Board in analyzing issues, proposals, and requests before it; and any other duties assigned by the Board Chair

Oregon State Board of Education Docket



- 3. Describe the nomination process. Is it governed by any policies, rules, or statutes? Is the Board directed Board to review specific information or criteria when considering action?**

Board policy states that up to three nominations from the Oregon School Boards Association (OSBA) will be submitted to the Board. The Board Chair, with support from the Board leadership team, shall recommend a candidate for consideration by the full Board. The Board Chair is nominating Nancy Castillo McKinnis, member of the Phoenix-Talent School Board, to be the 2026-2027 School Board Advisor.

- 4. Have these nominees been to the Board before? If so, when, and what was the outcome?**

This is the first year that Nancy Castillo McKinnis is being nominated for the Board's School Board Advisor position.

EFFECT OF A "YES" OR "NO" VOTE

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment.

- 5. What are the anticipated short- and long-term consequences of approving these nominations?**

If the Board approves this nomination, Nancy Castillo McKinnis will step into the Board's School Board Advisor for the 2026-2027 school year. They will attend meetings, have access to Board materials, engage in Board discussions, and overall provide their own unique lens to the Board as they consider their action items.

- 6. What are the anticipated short- and long-term consequences of inaction on these nominations?**

If the Board does not approve this nomination, the Board Chair will need to work with OSBA on an updated list of nominations for Board consideration. The Board will likely not begin the 2026-2027 school year with a School Board Advisor, which may adversely impact the Board's retreat and its consideration of items beginning in September. The position would remain vacant until a new nominee is moved forward by the Board Chair and approved by the full Board.

ATTACHMENTS

All documents submitted for Board presentations must meet the Department's accessibility standards for publicly posted documents. We cannot post a document on BoardBook that is not accessible.

Oregon State Board of Education Docket



7. Please list any additional materials (for example, a resume, letter of interest, or letter of recommendation) that have been submitted as part of this nomination. For each, please provide a brief summary of the material and describe why it has been included.

N/A

Oregon State Board of Education Docket

Summary

Meeting Date: 9/17/2026

Title: 2026-2027 Student Advisor Nominations

Status: Adoption (item has changed)

Presentation: No (Written Report Only/Consent)

Key Staff: Chair Cynthia Richardson

Topic Summary: Nomination for State Board of Education Student Advisor Positions.

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

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The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Its members are volunteers, with unique professional and lived experiences.

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- ☐ Vice-Chair: _____
- ☐ 2nd Vice-Chair: _____
- ☐ Superintendent Advisor: _____
- ☐ School Board Advisor: _____
- ☐ Teacher Advisor: _____
- ☐ Student Advisor(s): Sirena Chen and Anna Ross

2. What are the term lengths and core responsibilities for these positions? Are these set by policy, rule, or statute?

Board policy establishes the Student Advisor positions and sets an annual term of July 1-June 30. Advisors may be reselected to serve consecutive terms. Board policy states that advisors are responsible for attending Board meetings; assisting the Board in analyzing issues, proposals, and requests before it; and any other duties assigned by the Board Chair

Oregon State Board of Education Docket

3. Describe the nomination process. Is it governed by any policies, rules, or statutes? Is the Board directed Board to review specific information or criteria when considering action?

Board policy states that the Board Administrator will solicit candidates, review applications, and forward nominees to the Board Chair. The Board Chair, with support from the Board leadership team, shall recommend finalists for consideration by the full Board.

This year, the recruitment process began with an announcement and application instructions sent to all Oregon Superintendents, Principals, Oregon Advanced Placement and International Baccalaureate Coordinators and Teachers, Charter School Leaders, K-12 Public Information Officers, the members of the ODE's Rules Advisory Committee, and subscribers of our Student Success Act (SSA) Advisory Groups, the State Board of Education, and Oregon Social Sciences distribution lists. Students were asked to fill out a nomination application and respond to an essay question that required them to identify and provide feedback on a K-12 Oregon Administrative Rule.

The Board Administrator then worked closely with ODE staff to review applications and ultimately select four finalists for review by Board leadership. After careful consideration, the Board Chair is nominating Sirena Chen and Anna Ross to be the 2026-2027 Student Advisors.

4. Have these nominees been to the Board before? If so, when, and what was the outcome?

This is the first year that either of these students are being nominated for the Board's Student Advisor positions.

EFFECT OF A "YES" OR "NO" VOTE

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment.

5. What are the anticipated short- and long-term consequences of approving these nominations?

In an effort to provide more opportunities to students from historically underserved populations, the Board has made an intentional effort to ensure opportunities are provided statewide to students of diverse backgrounds. The selection of new student advisors provides an avenue for the Board to close the opportunity gap and provide professional development to students who otherwise may not have the ability to serve on a professional state board.

If the Board approves this nomination, Sirena Chen and Anna Ross will step into the Board's Student Advisor positions for the 2026-2027 school year. They will attend meetings, have access to Board materials, engage in Board discussions, and overall provide their own unique lenses to the Board as they consider their action items.

6. What are the anticipated short- and long-term consequences of inaction on these nominations?

If the Board does not approve this nomination, the Board Chair will need to work with the Board Administrator on an updated list of nominations for Board consideration. The Board will not begin the 2026-2027 school year with Student Advisors, which may adversely impact the Board's consideration of items. These position would remain vacant until new nominees are moved forward by the Board Chair and approved by the full Board.

ATTACHMENTS

All documents submitted for Board presentations must meet the Department's accessibility standards for publicly posted documents. We cannot post a document on BoardBook that is not accessible.

7. Please list any additional materials (for example, a resume, letter of interest, or letter of recommendation) that have been submitted as part of this nomination. For each, please provide a brief summary of the material and describe why it has been included.

N/A

Oregon Accessibility Manual

2026-27 School Year



Science

Mathematics

English Language Arts

Extended Assessments

English Language Proficiency

Student Educational Equity Development Survey

WITH ADDITIONAL GUIDANCE FOR NAEP



*Equity,
Accountability,
Excellence & Integrity*



It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction with the Oregon Department of Education.

OREGON DEPARTMENT OF EDUCATION

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Deputy Superintendent of Public Instruction

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Sody Fearn K-2 Balanced Assessment Specialist	Ben Wolcott English Language Proficiency Assessment Specialist	Beth LaDuca NAEP State Coordinator

Contributing Organizations

Smarter Balanced Assessment Consortium (SBAC)	English Language Proficiency Assessment for the 21 st Century (ELPA21)	Behavioral Research & Teaching, University of Oregon (BRT)
Cambium Assessment, Inc. (CAI)	National Assessment of Educational Progress (NAEP)	InterMountain & Willamette Education Service Districts

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1.0 INTRODUCTION

The Oregon Department of Education (ODE) strives to provide every student with an engaging and affirming assessment experience, generating fair and accurate estimates of academic achievement for systems-level decision-making. ODE's accessibility framework includes all students, especially students with English learner status and students experiencing disability. The validity of assessment results depends on providing appropriate accessibility supports when needed, based on the constructs measured by each assessment.

The Oregon Accessibility Manual (OAM) guides the selection and administration of universal tools, designated supports, and accommodations for all components of the Oregon Statewide Assessment System (OSAS), including all general, alternate, and interim assessments in Mathematics, English Language Arts (ELA), Science, and English Language Proficiency, as well as the Student Educational Equity Development (SEED) Survey.

Oregon's statewide assessments align to Oregon's State Standards in [language arts](#), [mathematics](#), [science](#), and [English language proficiency](#). To ensure valid scores for Oregon's statewide assessments, districts and schools may only make available to students the universal tools, designated supports, and accommodations that are included in this manual. Further, all accessibility supports a student receives on Oregon's statewide assessments should mirror the supports currently provided to that student in their classroom instruction and assessments.

For the SEED Survey, educators may provide accessibility supports beyond those found in the OAM. To ensure valid survey results, any such additional accessibility supports must (a) be typically used during instruction, and (b) align to the *Guiding Principles* and *Survey Environment Guidance* sections of the [SEED Survey Administration Manual](#).

Appropriate accessibility supports reduce or eliminate barriers that inhibit students from demonstrating what they know and can do both during instruction and during an assessment. Students should have previous experience with the supports selected for use on Oregon's statewide assessments. This includes the opportunity to practice using supports prior to summative test administration (e.g., on a sample or interim test). The supports selected for assessment should align with those used during instruction, though not all instructional supports are viable for assessment. It would not typically be appropriate for a student to receive an accessibility support during assessment that has not been part of the student's instruction. Assessment supports should not reduce learning expectations, nor should they give a student an unfair advantage or disadvantage over their classmates. Use of these supports during the administration of an Oregon Statewide Assessment is based on individual student needs and should not impact the validity of the assessment results.

For assistance on how to select, administer, and evaluate the use of accessibility supports for instruction and assessment of all students, educators are encouraged to consult the [Council of Chief State School Officers' \(CCSSO\) Accessibility Manual](#). General education teachers, teachers who provide English language development services, teachers who serve students experiencing disability, test administrators, district level assessment staff, Individualized Education Program (IEP) teams, Section 504 Plan committees, or any other student support team may use the process described in this manual as they work with students to select and use appropriate supports during participation in Oregon's

Statewide Assessments. [Suggestions for Involving Students in Selecting and Implementing Accommodations](#) from the National Center on Educational Outcomes (NCEO) provides assistance with including students as part of this process.

The accessibility features approved for Oregon’s Statewide Assessments may change as additional universal tools, designated supports, or accommodations are identified for the assessment based on state experience, research findings, and/or the evolution of secure technologies. The Oregon Department of Education (ODE) maintains an Oregon Accessibility Panel, composed of measurement and accessibility experts from across the state, to determine which supports should be provided to Oregon’s students across our state assessments, including ELA, Math, Science, ELPA, and ORExt. To submit a formal recommendation for a new accessibility support, refer to [Appendix E: Approval Process for a New Accessibility Support](#).

ODE may issue temporary approvals for individual unique student accommodations (i.e., one summative assessment administration for one student). The Assessment Team will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct or a risk to test security. To request such a temporary approval for an individual unique student accommodation, email Mason Rivers, Education Program Specialist 2, at mason.rivers@ode.oregon.gov.

1.1 Intended Audience and Recommended Use

The OAM applies to all students and must be used in tandem with the [Test Administration Manual](#). Oregon’s general Statewide Assessments in Mathematics, ELA, Science, and ELPA contain embedded and non-embedded universal tools, designated supports, and accommodations (defined in Table 1.1 below). **Embedded** supports are integrated into the computerized test delivery system. **Non-embedded** supports are provided outside of that system (e.g., by a test administrator). Oregon’s Extended Assessments incorporate principles of universal design into all item presentations and allow for non-embedded accessibility supports.

Table 1.1: Types of Accessibility Supports

Type	Definition
Universal Tools	Accessibility features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Accessibility features of the assessment that are available for use by any student for whom the need has been indicated by an educator (or a team of educators with parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
Accommodations	Changes in procedures or materials that increase equitable access during the Oregon Statewide Assessments. Assessment accommodations generate valid

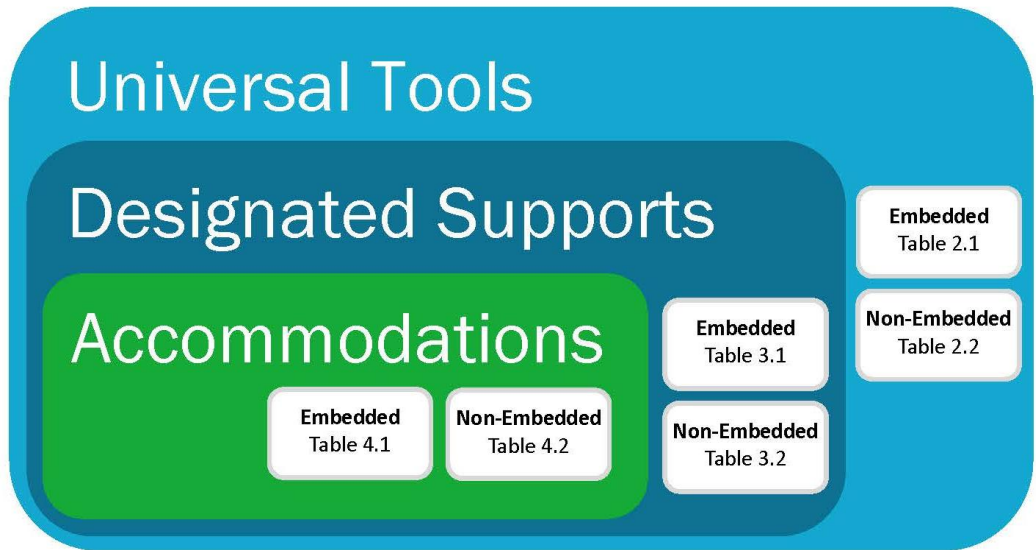
	assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment. NOTE: Accommodations are available only for students with documented Individualized Education Programs (IEPs), Section 504 Plans, or Immediate Temporary Accommodations Plans (ITAPs) that include the specific accommodations, and for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text and/or the scribe accommodations (if they have had sufficient experience with their use). The OAM provides parenthetical accommodation codes which can be included in a student’s IEP or 504 as part of their assessment accommodation documentation.
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Students using accessibility supports may need additional time to complete the assessment.

Figure 1 (below) displays the conceptual model for the OAM. This figure portrays the interconnected nature of universal tools, designated supports, and accommodations.

- **Universal tools** are available to all students, including those receiving designated supports and those receiving accommodations.
- **Designated supports** are available only to students for whom an adult or team has identified the need.
- **Accommodations** are available only to those students with documentation of the need through a formal plan (i.e., IEP, 504 plan). Such students may also use universal tools and designated supports.

Figure 1: Conceptual Model Underlying the Oregon Accessibility Manual



Embedded designated supports and accommodations must be assigned to students in the Test Information Distribution Engine (TIDE) within the OSAS Portal in advance of testing to activate the support in the test delivery system (TDS). Authorized TIDE users may enter these settings for individual students or to upload settings for multiple students.

NOTE: accessibility supports activated for OSAS Interim tests will remain in place for the student for summative assessments. For example, ELA PT TIDE settings will apply to the ELA Interim PT. ELA CAT TIDE settings will apply to all other ELA Interim assessments. All accessibility support settings should be verified for students before beginning Oregon’s statewide summative assessments.

Supports are categorized as a universal tool, designated support, or accommodation independently for each assessment based on the construct that the assessment measures. A designated support for one assessment may be considered an accommodation for another assessment, or it may not be offered at all (refer to, for example, [scribe](#)). Universal tools, designated supports, and accommodations all yield valid scores that meet the technical adequacy assessment requirements of the Every Student Succeeds Act (ESSA) and students using appropriate supports count as participating in Oregon’s Statewide Assessments.

Accommodation Codes: Districts enter “accommodation codes” in the Assessment Record Updating Application (ARUA) to indicate any of several special statuses for individual students. Accommodation codes are listed in Section 5.0 next to the name of the assessment support.

1.2 Modifications

A modification is any practice or procedure that (a) compromises the intent of the assessment through a change in the assessment’s learning expectations, construct, content to be measured, grade-level standard, or measured outcome, and (b) is not explicitly authorized by the Oregon Accessibility Panel and listed in the OAM.

A student’s scores count toward participation in an Oregon Statewide Assessment so long as IEP teams select only state-approved supports for each assessment, per the Individuals with Disabilities Education Act (IDEA).

Under extremely rare circumstances, a student’s IEP team may choose to use a modification to allow a student to take an Oregon Statewide Assessment. Students assessed under any modified condition are counted as non-participants in all state and federal accountability measures and reports and the modified assessment is invalidated, even if it was modified in error. Districts must document modification decisions. Documentation is subject to audits by ODE.

1.3 Documenting Accessibility Supports

Districts may locally determine how to document accessibility supports students will use during testing. For students experiencing disability, all [accommodations](#) must be documented in a student’s ITAP, IEP, or 504 plan. ODE **recommends** including ALL accessibility supports in the student’s ITAP, IEP, or 504 plan (specifically the Statewide Assessment page for an IEP). Teams should use the accessibility support name from the OAM as well as any settings needed by the student (e.g., mouse color and size), to ensure the student receives necessary supports during testing. Additionally, use of accommodations

on the statewide assessments should be documented in TIDE (via the [accommodations flag](#)) or in the OR.K12test.com system after Oregon Extended test administration. Districts should have a process for ensuring that accessibility decisions made by teams are implemented during statewide testing. The OSAS Accessibility Worksheets, available in [Appendix H](#) of this document, may be used to document accessibility supports for any student and help facilitate a process for implementation.

SEED Survey: Accessibility supports for the SEED Survey, including accommodations, are not documented on the statewide assessment page of the student’s IEP. The SEED Survey is not a statewide assessment. It is a classroom activity, and educators should implement any student supports outlined in an ITAP, IEP, or 504 plan as they would with any other classroom activity.

ELPA Screener: A district may believe that a student slated for English language proficiency (ELPA) screening may qualify for services under a Section 504 or Individualized Education Program (IEP), but typical documentation, such as a comprehensive evaluation report, may not be available to support such a determination. In such cases, if screening timelines preclude the convening of a 504 or IEP team, the test administrator (TA) may select any accommodations on the ELPA Screener for which there is good evidence of student need (e.g., information provided by parents or caregivers, clearly observable evidence of a disability which precludes testing in one or more domains, relevant medical documentation). Districts who pursue this course of action must document and store evidence used to select accommodations, along with other screener documentation, in the student’s permanent file.

1.4 Oregon Accessibility Manual Reading Requirements

Per *Section 1.4 Training Requirements* of the [Test Administration Manual](#), all District Test Coordinators, School Test Coordinators, Test Administrators, Qualified Test Coordinators, and Qualified Assessors must read the Oregon Accessibility Manual (OAM). Table 1.2 lists reading requirements by role.

Table 1.2: Reading Requirements by Role

User Role	OAM Reading Requirement
District Test Coordinator School Test Coordinator Qualified Test Coordinator	- Section 1.0 Introduction - Sections 2.0 – 4.0 Accessibility Tables - Section 5.0 Accessibility Descriptions - Appendices A – H
Test Administrator Qualified Assessor	- Section 1.0 Introduction - Sections 2.0 – 4.0 Accessibility Tables - Section 5.0 Accessibility Descriptions (as needed based on the supports the TA/QA will provide). - Appendices A, B, C and E, F, G depending on the specific assessments that the TA/QA will administer

2.0 UNIVERSAL TOOLS ACROSS OSAS

Tables 2.1 and 2.2 list universal tools. The tests are listed in alphabetical order:

- Alt ELPA: Alternate English Language Proficiency Assessment
- ELA-CAT: General English Language Arts Summative - Computer Adaptive Test
- ELA-PT: General English Language Arts Summative - Performance Task
- ELPA Screener: General English Language Proficiency Assessment Screener
- ELPA Summative: General English Language Proficiency Assessment Summative
- Mathematics: General Mathematics Summative - Computer Adaptive Test and Performance Task
- OR Extended: Oregon Extended Assessments - ELA, Mathematics, & Science
- Science: General Science Summative
- SEED Survey: General Student Educational Equity Development Survey

The table indicates universal tool availability by test.

- **Yes:** the universal tool is available or allowable on the test.
- **No:** the universal tool is not available, not allowable, or not applicable on the test.
- **^:** reference the description of the support for additional limitations.

Table 2.1: Embedded Universal Tools

UNIVERSAL TOOL	ALT ELPA	ELA -CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Audio support	No	No	No	Yes	Yes	No	Yes	No	No	17
Breaks (online tests)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	20
Calculator	No	No	No	No	No	Yes^	No	Yes	No	20
Color choices	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	22
Digital notepad	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	24
Dyslexia-friendly font	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	24
English dictionary	No	No	Yes	No	No	No	No	No	No	24
English glossary	No	Yes	Yes	No	No	Yes	No	No	No	25
English thesaurus	No	No	Yes	No	No	No	No	No	No	25
Expandable stimuli	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	25
Global notes	No	No	Yes	No	No	No	No	No	No	26

UNIVERSAL TOOL	ALT ELPA	ELA -CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Highlighter	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	26
Keyboard navigation	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	27
Line reader	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	28
Mark for review	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	30
Math tools	No	No	No	No	No	Yes	No	No	No	31
Mouse pointer	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	31
Navigation language	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	32
Paginated item groups	No	Yes	No	Yes	Yes	Yes	No	No	No	32
Periodic Table	No	No	No	No	No	No	No	Yes^	No	33
Response recovery	No	No	Yes	Yes	Yes	Yes	No	No	Yes	34
Spell check	No	No	Yes	Yes	Yes	Yes	No	No	Yes	38
Strikethrough	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	39
Writing tools	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	45
Zoom	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	45

Table 2.2: Non-embedded Universal Tools

UNIVERSAL TOOL	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Amplification devices	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	17
Breaks (paper tests)	No	No	No	Yes	Yes	No	Yes	No	Yes	20
Scratch paper	Yes	Yes	Yes	Yes	Yes	Yes^	Yes	Yes	Yes	34

3.0 DESIGNATED SUPPORTS ACROSS OSAS

Tables 3.1 and 3.2 list designated supports. The table indicates designated support availability by test.

- **Yes:** the designated support is available or allowable on the test.
- **No:** the designated support is not available, not allowable, or not applicable on the test.
- **^:** reference the description of the support for additional limitations.
- *****: the support is available or allowable for the indicated test as an accommodation, not a designated support. [Section 4.0](#) has more detail about accommodations.

Table 3.1: Embedded Designated Supports

DESIGNATED SUPPORT	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Dictation (speech-to-text)	*	*	*	*	*	Yes	No	Yes	Yes	23
Full screen mode	Yes	No	No	No	No	No	No	No	No	26
Masking	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	30
Print on request	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	33
Print size	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	34
Streamlined interface mode	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	39
Text-to-speech (TTS)	No	Yes^	Yes	No	No	Yes	No	Yes	Yes	40
Translations (dual language)	No	No	No	No	No	Yes	No	Yes	Yes	42
Translations (glossaries)	No	No	No	No	No	Yes	No	No	No	43
Turn off any universal tools	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	43

Table 3.2: Non-embedded Designated Supports

DESIGNATED SUPPORT	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
100s number table	No	No	No	No	No	Yes	Yes^	Yes	No	16
Abacus	No	No	No	No	No	Yes	Yes	Yes	No	16
Bilingual dictionary	No	No	Yes	No	No	No	No	No	Yes	18
Calculator	No	No	No	No	No	Yes^	Yes^	Yes	No	21
Color overlays	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	22
Comforting presence	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	22
Communication system	Yes	No	No	No	No	No	Yes	No	Yes	23
English dictionary	No	No	Yes	No	No	No	No	No	Yes	25
English thesaurus	No	No	Yes	No	No	No	No	No	Yes	25
Human read aloud	Yes	Yes^	Yes	*	*	Yes	Yes^	Yes	Yes	26
Human read aloud (Spanish)	No	No	No	No	No	Yes	No	Yes	No	27
Magnification device	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	28
Magnification software	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	28
Manipulatives	No	No	No	No	No	Yes^	Yes^	Yes^	No	29
Mark up tools	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	30
Masking	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	31
Medical supports	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	31
Multiplication table	No	No	No	No	No	Yes	Yes^	Yes	No	32
Noise buffers	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	32
Periodic table	No	No	No	No	No	No	Yes^	Yes^	No	33
Printed writing item response forms	No	No	No	No	No	No	Yes^	No	No	34

DESIGNATED SUPPORT	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Scribe	*	Yes	*	*	*	Yes	Yes	Yes	Yes	35
Sensory supports	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	36
Separate setting	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	36
Simplified test directions	No	No	No	No	Yes	No	No	No	No	37
Student reads test aloud	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	39
Support physical position of student	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	39
TouchPoints	No	No	No	No	No	Yes	Yes^	No	No	41
Translate/interpret test directions & test navigation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	42
Verbal description of graphics	Yes	No	No	No	No	No	No	No	No	44
Written copy of test directions	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	45

4.0 ACCOMMODATIONS ACROSS OSAS

Tables 4.1 and 4.2 list accommodations. The table indicates accommodation availability by test.

- **Yes:** the accommodation is available or allowable on the test.
- **No:** the accommodation is not available, not allowable, or not applicable on the test.
- **^:** reference the description of the support for additional limitations.
- **~:** the support is available for the indicated test as a designated support, not an accommodation. [Section 3.0](#) has more detail about designated supports.

Table 4.1: Embedded Accommodations

ACCOMMODATION	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
American Sign Language (ASL) (A223)	No	Yes^	No	No	No	Yes	No	No	Yes	16
Audio transcript (A231)	No	Yes^	No	No	No	No	No	No	No	18
Braille (A218)	No	Yes	Yes	No	No	Yes	No	Yes	Yes	18
Closed captioning (A224)	No	Yes^	No	No	No	No	No	No	No	21
Dictation (speech-to-text) (A311)	Yes	Yes	Yes	Yes	Yes	~	No	~	~	23
ELPA domain exemptions (A229)	Yes	No	No	Yes	Yes	No	No	No	No	24
Text-to-speech (A225)	No	Yes^	~	No	No	~	No	~	~	40
Word prediction (A313)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	44

Table 4.2: Non-embedded Accommodations

ACCOMMODATION	ALT ELPA	ELA-CAT	ELA-PT	ELPA SCREENER	ELPA SUMMATIVE	MATHEMATICS	OR EXTENDED	SCIENCE	SEED SURVEY	PAGE NUMBER
Alternate response options (A302)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	16
Answer choices on notecards (A232)	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	17
Braille (A221)	No	No	No	Yes	Yes	No	Yes	No	No	20
Human read aloud (A227)	~	Yes^	~	Yes^	Yes^	~	~	~	~	26
Large print (A201)	No	No	No	No	No	No	Yes	No	No	27
Point-to support for multiple-choice responses (A220)	Yes	No	No	No	No	No	Yes	No	Yes	33
Scribe (A312)	Yes	~	Yes	Yes	Yes	~	~	~	~	35
Signed interpretation (A228)	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	36
Specialized calculator (A602)	No	No	No	No	No	Yes^	Yes^	Yes	No	37
Speech-to-text (STT) software (A311)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	38
Transfer student response (A317)	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	41
Translate/interpret test content (A233)	No	No	No	No	No	No	Yes^	No	No	41
Word prediction software (A313)	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	44

5.0 ACCESSIBILITY SUPPORTS LIST

The following entries for each accessibility support include a) details on availability or allowability, b) a description of the support, c) recommendations for using the support (designated supports and accommodations only), and d) system options for embedded supports (when available). The default setting for system options is listed in **bold**.

100s number table

Details: Non-embedded designated support allowable on general and ORExt Mathematics and Science.

Description: A paper-based table listing numbers from 1-100 is available in English and braille under OSAS Resources in the [OSAS Portal](#). Students must receive instruction related to the appropriate use of a 100s table prior to test administration (not during testing).

Recommendations for use: May be useful for students with visual processing or spatial perception needs.

Abacus

Details: Non-embedded designated support allowable on general and ORExt Mathematics and Science.

Description: The abacus (also called a counting frame, number rack, or rekenrek) is a calculating tool.

Recommendations for use: This tool may be used by students who typically use an abacus.

Alternate response options, accommodation code: A302

Details: Non-embedded accommodation allowable on all assessments.

Description: Alternate response options include but are not limited to: adapted keyboards, large keyboards, keyboard skins, key guards, Sticky Keys, MouseKeys, Filter Keys, adapted mouse, touch screen, head wand, and switches.

Recommendations for use: Students with some physical disabilities (including both fine motor and gross motor skills) may need this accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. These devices require enabling [permissive mode](#) via TIDE.

American Sign Language (ASL), accommodation code: A223

Details: Embedded accommodation available on general ELA CAT (listening stimuli only), general Mathematics, and SEED Survey.

Description: Test content is available via ASL videos. An ASL interpreter and the translated test content are viewed on the same screen. Students may view the ASL video as often as needed.

Recommendations for use: Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. Note that some students who are hard of hearing can effectively listen to information

presented orally if they are equipped with suitable amplification and placed in an environment that minimizes external noise, ensuring a clear audio presentation during listening tests.

System options: ELA CAT, Mathematics, SEED Survey [On/Off]

Amplification devices

Details: Non-embedded universal tool allowable on all assessments with audio. For assessments without audio, this tool is only necessary if the student is using text-to-speech.

Description: The student adjusts the volume via headphones or other non-embedded devices. Students may also directly adjust the testing device volume (e.g., via volume buttons on a keyboard).

Students may use whatever assistive amplification devices they use during typical instruction (e.g., headphones, FM Systems, Bluetooth hearing aids, speakers, etc.) to increase the volume provided in the assessment platform. Use of this resource may require a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated or sufficiently monitored to maintain test security.

Answer choices on notecards, accommodation code: A232

Details: Non-embedded accommodation allowable on Alt ELPA, ELPA Screener, ELPA Summative, ORExt, general Science, and SEED Survey.

Description: A Test Administrator writes answer choices on note cards. The notecards are placed in the same order as presented on the student's screen. The student selects their answer choice from the note cards. Notecards must be created on the spot (i.e. immediately prior to use) and securely destroyed at the conclusion of the testing session.

Recommendations for use: May be appropriate for students who are not able to interact with items online (due to physical or visual impairments, lack of familiarity with the computer-based format, or other cultural reasons). This accommodation is only to be used in a testing environment where no secure printer is available for Print on Request; on ELP assessments, it is allowed in the Listening, Reading, and Writing domains.

For certain items with prohibitively long text, hot text, or where the best method of using notecards is not immediately apparent, the Test Administrator may create A, B, C, D cards for the multiple-choice options. The Test Administrator displays a card with a single letter written on it. They then state the name of the letter option. This process is repeated for all answer choices. The student selects the card representing their desired answer.

A very small percentage of students may need this accommodation. Educators should follow security procedures when administering this feature.

Audio support

Details: Embedded universal tool available on ELPA Screener, ELPA Summative, and ORExt.

Description: The student uses this feature to hear pre-recorded audio of tasks. Audio support is available for the following:

- ELPA –all items with the following exceptions:

- All domains: no audio support for inline editing tasks, drag-and-drop text, or word banks.
- Reading: audio support is available for all kindergarten tasks and items and for read-along tasks in some other grades. Otherwise not available in the Reading domain.
- Speaking: some components of some items do not have audio.
- ORExt ELA –all tasks and most student responses.
- ORExt Mathematics and Science –all tasks and all student responses.

NOTE: The audio may be replayed any number of times. Students may increase or decrease the pace of audio on the ORExt and in-person ELPA Summative.

Audio transcript, accommodation code: A231

Details: Embedded accommodation available on general ELA CAT for listening stimuli only. This accommodation should only be turned on for students who will also be using [closed captioning](#).

Description: Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable braille display if the student uses that functionality. Audio transcripts are only available for listening items which are tagged for closed captioning and are not available for all ELA listening items.

Recommendations for use: May be appropriate for students who have difficulty hearing the listening portion of the passage and lack functional vision to read the closed captioning provided for the passage. Students who are visually impaired, blind and deaf or hard of hearing, AND who use braille may need this support. The *audio transcript* and *closed captioning* accommodations must **both** be assigned in TIDE to activate this support in the test. Turning audio transcript on for students who are not also using closed captioning may cause confusion, since it will not be available for all items they encounter on the test.

System options: ELA CAT (listening stimuli) [On/Off]

Bilingual dictionary

Details: Non-embedded designated support allowable on the general ELA PT full write and SEED Survey.

Description: Word-to-word dictionaries provide the direct translation from the word in English to a translation into the student’s home language but do not provide a definition.

Recommendations for use: May be appropriate for students whose primary language is not English and who use dual language supports in the classroom.

Braille (embedded), accommodation code: A218

Details: Embedded accommodation available on general ELA, Mathematics, Science, and SEED Survey. Refer to [Braille \(non-embedded\)](#) for braille options for ELPA Screener, ELPA Summative, and ORExt.

Description: A raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (raised-line drawings/ tactile graphics). Contracted and uncontracted braille is available; Nemeth is available for math.

Braille files available in paper form:

- ELA – UEB contracted; UEB uncontracted
- Mathematics – UEB contracted with Nemeth math; UEB uncontracted with Nemeth math
- Science – UEB contracted with Nemeth math; UEB uncontracted with Nemeth math
- SEED Survey – UEB contracted

Prior to administering the assessment through the braille interface, the test administrator must receive specific training on administering the assessments through the braille interface and its supporting braille technologies. In addition, districts must ensure that students using the braille interface receive training on all supporting braille equipment and receive an opportunity to access the sample test available on the [OSAS portal](#) prior to taking the test.

Recommendations for use: Students with visual impairments may read text via braille. Tactile overlays, graphics, and braille print sticker labels may also be used to assist the student in accessing content through touch. All test content is available in braille via a refreshable braille display or embossed braille on paper. For mathematics and science assessments, braille math notation (Nemeth braille) is available only in the embossed braille materials. Math content will appear as plain text on a refreshable braille display but will not appear in Nemeth braille notation. Alternative text descriptions should be embedded in the assessment for all graphics.

NOTE: All embossed braille materials must be collected and securely destroyed at the end of each assessment session to maintain test security.

NOTE ON AVAILABILITY: Braille files for embossing are available during testing sessions for both the summative and interim assessments (refer to *Emboss request type* below). Additionally, braille files for interim tests may be [requested from ODE](#) for embossing prior to test administration.

System options: ELA CAT, ELA PT, Mathematics, Science, SEED Survey [**English/Braille**]. Found in TIDE under the [Presentation](#) settings. Upon selecting braille for a student’s test, settings for emboss request type and braille type are automatically displayed in the TA Interface.

The [braille type](#) setting determines the type of braille that is delivered to students via a refreshable braille display or a braille embosser. Managed in the TA interface only.

- ELA CAT, ELA PT [**UEB contracted/** Not applicable/ UEB Uncontracted]
- Mathematics [**UEB Contracted with Nemeth math/** UEB Uncontracted with Nemeth math]
- Science [**UEB Contracted with Nemeth math**]
- SEED Survey [**UEB Contracted**]

The “not applicable” option can be used on ELA tests where the student does not read braille and instead uses solely JAWs or another screen reader to receive item content. “Not applicable” is not available for Math and Science assessments because some images such as graphs or diagrams cannot be accessed via screen readers or refreshable embossers.

The [Emboss](#) setting allows test content to be delivered to students via a braille embosser.

- ELA CAT, ELA PT [**None/** Stimuli & Items]
- Mathematics, Science, SEED Survey [**Stimuli & Items**]

The [Emboss request type](#) setting determines if students testing in braille need to manually send print requests or if the print requests automatically generate as students navigate the test.

- ELA CAT, ELA PT, SEED Survey [**On-request/** Auto-request]

- Mathematics, Science [**Auto-request**]

The [Mute system volume](#) setting allows screen reader software to read aloud either items or items and passages to students using approved screen readers on braille tests. ELA CAT [**On: Read items only aloud (designated support)/ Off: Read items and passages aloud (accommodation)**]

Braille (non-embedded), accommodation code: A221

Details: Non-embedded accommodation available on ELPA Screener, ELPA Summative, and OREx.

Description: A raised-dot code that individuals read with their fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Both contracted and uncontracted braille (English braille, American Edition, and Unified English braille) are ordered via forms found in the *Forms* accordion on the [Assessment Administration webpage](#).

Recommendations for use: Students who are blind or have low vision may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch.

Breaks (online tests)

Details: Embedded universal tool available on all online assessments.

Description: The duration of a test session can be flexibly defined based on the students need.

NOTE: for the computer adaptive tests, if the student's test is paused for more than 20 minutes, the student will no longer be able to return to previously answered items. A student's test may be paused any number of times.

On the OREx, if the student needs a break, it is recommended that the Qualified Assessor exit the online test and start a new testing session when the student is ready to resume testing.

Section 5.1 *Testing Time* of the [Test Administration Manual](#) lists estimated testing times for online assessments.

Breaks (paper tests)

Details: Non-embedded universal tool allowable on all *paper-based assessments* (i.e., ELPA Screener braille; ELPA Summative braille; OREx braille, large-print, and paper/pencil; and SEED Survey)

Description: Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Breaks may be used to reduce cognitive fatigue when students experience heavy assessment demands.

Calculator (embedded)

Details:

- Embedded universal tool available on *calculator-allowed items only*, grades 6-8 and HS on the general **Mathematics**.
- Embedded universal tool available on *all items* on the general **Science**.

Description: On the Mathematics assessment, an embedded on-screen digital calculator is available for calculator-allowed items. These items include a calculator icon in the upper right corner of the screen.

On the Science assessment, a calculator is available regardless of whether the item requires calculation.

Refer to the [OSAS testing calculator specifications](#) for more details.

Calculator (non-embedded)

Details:

- Non-embedded designated support allowable on *calculator-allowed items only*, grades 6-8 and HS on the general **Mathematics**.
- Non-embedded designated support allowable on *all items* on the **ORExt Mathematics**.
- Non-embedded designated support allowable on *all items* on the general and ORExt **Science**.

Description: On the Mathematics and Science assessment, a non-embedded calculator (e.g., four-function, scientific, graphing) is allowable **ONLY** for students who are unable to access the embedded on-screen calculator. The non-embedded calculator must match the type and features of the embedded calculator at that grade, per the [OSAS testing calculator specifications](#).

Test Administrators must ensure that the non-embedded calculator is only used on calculator-allowed items; these items include a calculator icon in the upper right corner of the screen. Any other use of a non-embedded calculator may result in a test impropriety.

A very limited number of students should require the use of a non-embedded calculator on the general Mathematics or Science assessment. The supervision necessary to implement this non-embedded designated support may require a 1:1 test administration.

On the ORExt Mathematics and ORExt Science assessments, any student may use a non-embedded calculator at any time. The calculator should be one the student is familiar with and uses during instruction.

All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period to ensure that information has not been stored on the calculator.

Recommendations for use: A non-embedded calculator may be utilized on the general Mathematics or Science Assessment only if the student is unable to access the on-screen, embedded calculator. A very small number of students should require a non-embedded calculator on these assessments.

On ORExt Mathematics and ORExt Science, any student may use a calculator at any time due to the lack of an on-screen, embedded calculator.

Closed captioning, accommodation code: A224

Details: Embedded accommodation available on general ELA CAT for listening stimuli only.

Description: Printed text that appears on the computer screen as audio materials are presented.

Recommendations for use: Students who are deaf or hard of hearing and who access information presented auditorily by reading words that appear in synchrony with the auditory presentation may need this support. Many students who are deaf or hard of hearing access information presented orally through viewing words (sometimes in combination with reading lips and ASL). Note that some hard of hearing students can effectively listen to information presented orally if they are equipped with suitable amplification and placed in an environment that minimizes external noise, ensuring a clear audio presentation during listening tests.

System options: ELA CAT [On/Off]

Color choices

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey.

Description: Various color combinations may be applied to a student's test. This setting is designed to help students who experience difficulties associated with the contrast or lighting of the screen.

Recommendations for use: Students with attention difficulties, visual impairments, or print disabilities (including learning disabilities), may need this support for viewing test content. Choice of colors should be informed by evidence that color selections meet the student's needs.

System options:

- ELA CAT, ELA PT, Mathematics [**black on white**/ black on pink/ gray on green/ medium gray on light gray/ red on white/ white on black/ white on red/ yellow on black/ yellow on blue]
- Science, SEED Survey [**black on white**/ black on blue/ black on pink/ black on yellow/ gray on green/ medium gray on light gray/ red on white/ white on black/ white on red/ yellow on black/ yellow on blue]
- ELPA tests [**black on white**/ black on blue/ black on cream/ black on pink/ gray on green/ red on white/ white on black/ white on red/ yellow on black/ yellow on blue]

Color overlays

Details: Non-embedded designated support allowable on all assessments.

Description: Color transparencies are placed over printed test materials or on the computer screen.

Recommendations for use: Students with attention difficulties, visual impairments, or print disabilities (including learning disabilities) may need this support to view test content. Choice of color should be informed by evidence that selected colors meet the student's needs.

Comforting presence

Details: Non-embedded designated support allowable on all assessments.

Description: Some students may only feel comfortable speaking to or working in the presence of a specific trusted adult. This non-embedded designated support allows for the trusted adult to remain present in the testing environment. This adult serves as a reassuring presence during work time and a nonthreatening listener for speaking portions of the ELP assessment. Tests employing this designated support must be administered one-to-one and must also use a [separate setting](#). An adult serving as a comforting presence must sign the [Assurance of Test Security Form – Non-Administrator](#).

An example of the appropriate use of this designated support includes, but is not limited to, students with conditions such as selective mutism.

Recommendations for use: Comforting presence must be an adult, not a peer. The adult must remain silent during testing, directing all student questions to the TA. While the adult may overhear some secure material if they serve as a non-threatening listener, they should not be placed where they can see the student's screen or otherwise interact with the test material.

If the trusted adult is also serving as the student's TA, it is not necessary to document this designated support. Comforting presence may be employed for any student who needs such emotional or psychological support during testing.

NOTE: This designated support is not necessary for students who require a comforting object, such as a favorite stuffed animal or blanket. In these cases, use a [separate setting](#).

Communication system

Details: Non-embedded designated support allowable on the Alt ELPA, ORExt, and SEED Survey.

Description: Students participating in an alternate or extended assessment, or the SEED Survey, may use any augmentative, alternate, or assistive communication system that serves as their primary verbal or written communication mode.

Recommendations for use: A student may use any unaided or aided mode of communication that serves as their primary mode of spoken or written communication. Student communication systems should be reviewed to ensure they do not violate the constructs being measured on the test. Access to the internet should be disabled or monitored on all devices to prevent test improprieties.

NOTE: For information on the use of augmentative, alternate, or assistive communication devices on all other OSAS tests, refer to the [scribe](#) support.

Dictation (speech-to-text), accommodation code: A311

Details:

- Embedded **designated support** available on general Mathematics, Science, and SEED Survey.
- Embedded **accommodation** available on general ELA CAT, ELA PT, Alt ELPA, ELPA Summative, and ELPA Screener.
 - Available as an embedded accommodation for all *ELA Interim Assessments*

Description: Students can dictate responses to constructed-response items embedded in the computer system. Students may also dictate notes into the [digital notepad](#) universal tool. The student ensures the accuracy of the transcription, including grammar and punctuation. This support should be implemented so as to avoid disrupting the testing environment for other students.

NOTE: Dictation is only available in the digital notepad of the ELA CAT, Mathematics CAT, and Science tests as there are no constructed response items on these assessments.

Students using [translations \(dual language\)](#), Spanish presentation, may dictate constructed response answers in Spanish. A Spanish language pack must be installed on the student's testing device for Spanish dictation to function properly. Instructions are included in the [Assistive Technology Manual](#).

Recommendations for use: Students with documented motor or processing disabilities (such as dyslexia) or a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses, which is transcribed as text in the item response area.

System options: ELA CAT, ELA PT, Mathematics, SEED Survey, Alt ELPA, ELPA Screener, ELPA Summative [On/Off]

Digital notepad

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey.

Description: Used for making notes about an item. Notes in the digital notepad persists until the student exits the test segment. Notes from the digital notepad can be copied and pasted into text response areas on most constructed response items. If enabled, embedded [dictation](#) or embedded [text-to-speech \(TTS\)](#) are also available in the digital notepad.

Dyslexia-friendly font

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Summative, ELPA Screener, and SEED Survey.

Description: Dyslexia-friendly font employs distinct, easy-to-recognize letterforms and generous spacing to reduce visual crowding and improve readability for individuals with dyslexia. The font features heavier bottoms on letters, wider letter spacing, and minimal stylistic variation to help prevent common reading errors such as letter flipping or skipping.

ELPA domain exemptions, accommodation code: A229

Details: Embedded accommodation available on Alt ELPA, ELPA Screener, and ELPA Summative.

Description: From one to three ELPA domains may be excluded for qualifying individual students whose IEPs reflect the specific exemption (ELPA Summative and Alt ELPA) or for which there is good evidence of need (ELPA Screener). Domain exemptions must be set in the OSAS Test Information Distribution Engine (TIDE) prior to test administration.

Recommendations for use: Refer to the [Test Administration Manual](#), [ELPA Screener Administration Manual](#), and [Domain Exemptions on ELPA: Definitions and Examples](#) for guidance on determining which students may benefit from this accommodation.

System options:

- ELPA Summative, Alt ELPA [**No Exemptions**/ Listening/ Reading/ Speaking/ Writing] checkboxes
- ELPA Screener [**No Exemptions**]
 - [Listening/ Listening and Reading/ Listening and Writing/ Listening and Speaking/ Listening, Reading, and Speaking/ Listening, Speaking, and Writing/ Listening, Reading, and Writing]
 - [Reading/ Reading and Speaking/ Reading and Writing/ Reading, Speaking, and Writing]
 - [Speaking]
 - [Writing/ Writing and Speaking]

NOTE: A student may not be exempt from all four domains. ELPA domain exemptions must be assigned to the student prior to opening *any* portion of the test.

English dictionary

Details: Embedded universal tool available on general ELA PT (performance task) full write.

Description: A digital tool that provides English definitions from the Merriam-Webster dictionary.

System options: ELA PT [**On/Off**].

- Grades 3-5: Merriam-Webster Elementary Dictionary;
- Grades 6-8: Merriam-Webster Intermediate Dictionary;
- High School: Merriam-Webster Collegiate Dictionary.

English dictionary (non-embedded)

Details: Non-embedded designated support allowable on general ELA PT (performance task) full write and SEED Survey.

Description: A standardized, published, non-student created English dictionary.

Recommendations for use: Students who are unable to use the embedded English dictionary or who would prefer to use a physical copy may benefit from this designated support.

English glossary

Details: Embedded universal tool available on general ELA and Mathematics.

Description: Grade- and context-appropriate English definitions appear via a pop-up window when specific construct-irrelevant terms are clicked. English glossary is not allowed for ELA reading passages or performance task sources.

System options: ELA, Mathematics [**English Glossary**/No Glossary]. Refer to [Translations \(glossaries\)](#) for additional options on Mathematics.

English thesaurus

Details: Embedded universal tool available on general ELA PT (performance task) full write.

Description: A digital English thesaurus. Available for the full write portion of an ELA performance task.

System options: ELA PT [**On**/Off]. Merriam-Webster Intermediate Thesaurus.

English thesaurus (non-embedded)

Details: Non-embedded designated support allowable on general ELA PT (performance task) full write and SEED Survey.

Description: A standardized, published, non-student created English thesaurus can be provided for the full write portion of an ELA performance task.

Recommendations for use: Students who are unable to use the embedded English thesaurus or who would prefer to use a physical copy may benefit from this designated support.

Expandable stimuli

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, and ELPA Summative.

Description: Passages/stimuli or the associated item can be expanded to take up a larger portion of the screen. This tool appears next to the stimulus context menu.

System options:

- ELA PT, ELA CAT, Mathematics, Science [**On**/Off]
- Alt ELPA*, ELPA Screener, ELPA Summative [**Always On**] (Items); [**On**/Off] (Stimuli)

NOTE: Only available on the Alt ELPA if [streamlined interface mode](#) has been turned off.

Full screen mode

Details: Embedded designated support available on the Alt ELPA.

Description: This designated support removes the global menu from the top of the test interface screen and replaces it with a single large button that says “next”.

Recommendations for use: This designated support may benefit students who need simplified test navigation controls. This support is only available on the Alt ELPA, which is a 1:1 administered assessment. Users may move in and out of the full screen mode during the test.

System options: Alt ELPA [On/Off]

Global notes

Details: Embedded universal tool available on general ELA PT (performance task) full write.

Description: Notepad, available in the full write segment of the ELA PT. Opens via the notepad icon. During the ELA PTs, the notes are retained from segment to segment, so the student may go back to the notes even though the student is not able to go back to specific items in the previous segment. Notes from the global notepad can be copied and pasted into text response areas. If enabled, [dictation](#) or embedded [text-to-speech \(TTS\)](#) will also be available in the global notes notepad.

System options: ELA PT [On/Off]

Highlighter

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: A digital tool for marking desired text, item questions, item answers, or parts of these with color. Highlighting persists as long as the student remains in the test segment or logs out for less than 20 minutes. If the student logs out for 20 minutes or more, highlighted is removed from all but the most recently displayed item.

System options:

- ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, SEED Survey [On/Off]
- ELPA Screener, ELPA Summative [**Always On**]

Human read aloud, accommodation code: [A227](#)

Details:

- Non-embedded **designated support** allowable on general Mathematics, Science, Alt ELPA, SEED Survey, general ELA CAT for items only and ELA PT for all content including stimuli.
- Non-embedded **designated support** allowable on ORExt Mathematics, ORExt Science, and ORExt ELA items that do not address standards involving decoding or word identification, or items where independent reading is required. These items may not be read aloud.
- Non-embedded **accommodation** allowable on general ELA CAT for reading stimuli.
- Non-embedded **accommodation** allowable on ELPA Screener and ELPA Summative for students with a Reading Exemption.

Description: The text is read aloud to the student by a trained and qualified human reader who follows appropriate administration guidelines ([Read Aloud Guidelines](#) for ELA, Mathematics, and Science, and [ELPA Read Aloud Guidelines](#) for ELPA), including the student's written responses to text response items.

Some or all approved content may be read aloud. Refer to the [Guidelines for Choosing the Read Aloud Accommodation](#) when deciding if this accommodation is appropriate for a student.

Human read aloud on the ELPA Screener and ELPA Summative is only for use with items (a) in non-Reading domains, and that (b) feature text without accompanying [audio support](#). Such items are rare; a given student may not encounter any. Human read aloud may be used with all text on the Alt ELPA, including prompts, passages, and answer choices.

The SEED Survey may be read aloud in any provided language. The SEED Survey is available in English, Spanish, Arabic, Vietnamese, Russian, Simplified Chinese, Traditional Chinese, and Ukrainian.

Recommendations for use: Students who struggle with reading may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may benefit students with reading-related disabilities, or by students who are blind and advancing toward English braille proficiency. If not used regularly during instruction, this support could be confusing and impede the performance on assessments.

Readers should be provided to individual students, not to a group of students. Students may request that the reader slow down or repeat text. The use of this support may require use of a separate setting.

Read aloud on ELA CAT reading stimuli as an accommodation is appropriate for a very small number of students and is available for students whose need is documented in an IEP or 504 plan.

[Human read aloud \(Spanish\)](#)

Details: Non-embedded designated support allowable on general Mathematics and Science.

Description: The Spanish text is read aloud to the student by a trained and qualified human reader who follows the [Spanish Read Aloud Guidance](#). All portions of the Mathematics and Science assessment may be read aloud.

Recommendations for use: Students receiving the [translations \(dual language\)](#) designated support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may benefit students with reading-related disabilities. If not used regularly during instruction, this support may be confusing and impede performance on assessments. Students may request that the reader slow down or repeat text. The use of this support may require the use of a separate setting.

[Keyboard navigation](#)

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Navigation throughout the test can be accomplished by using a keyboard.

[Large print](#), accommodation code: A201

Details: Non-embedded accommodation available on the ORExt.

Description: A large print version of the paper/pencil ORExt is available to order using the ORExt Large Print order form located on the [Assessment Administration webpage](#) under *Forms*.

Recommendations for use: Students who are used to viewing enlarged text or graphics may need the assessment in Large Print. This support may meet the needs of students with visual impairments and other print disabilities.

[Line reader](#)

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: The student uses an on-screen universal tool to emphasize a single line of text at a time. Students with attention difficulties or reading disabilities may need assistance with tracking where they are reading.

NOTE: not available while the [highlighter](#) tool is in use.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [**On without masking**/On with masking/Off]

NOTE: “On with masking” masks the background while the line reader highlights each line of text.

[Magnification device](#)

Details: Non-embedded designated support allowable on all assessments.

Description: A student may use any visual magnification device (e.g., bar magnifiers, dome magnifiers, desktop video magnifiers, page magnifiers, etc.) that does not compromise the security of the test. Use of a projector is also allowable, but the projection screen must not be visible to any individuals who have not signed an Assurance of Test Security form. A student or QA/TA may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) to enlarge assessment materials (unless otherwise approved by ODE).

Recommendations for use: Students used to viewing enlarged text or graphics may need to use a magnification device with printed or digital materials. This support also may meet the needs of students with visual impairments and other print disabilities.

[Magnification software](#)

Details: Non-embedded designated support allowable on all assessments.

Description: The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with assistive technology software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level beyond that provided by the embedded zoom universal tool. Visual magnification software is only allowed if supported by the testing platform and should be verified with the practice test prior to actual testing.

NOTE: A student or QA/TA may not upload an assessment to a non-secure browser to access the tool.

Recommendations for use: Students used to viewing enlarged text or graphics, or navigation buttons with or without changes to color contrast may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities.

Manipulatives

Details: Non-embedded designated support allowable on general and ORExt Mathematics and Science. Manipulatives used during testing *must* be listed in the table below and should be used during instruction, so they are familiar to students. Using manipulatives not included in this list may result in a testing impropriety and student test invalidation.

Description: Manipulatives are tactile tools that provide concrete representations of mathematical ideas.

Allowable manipulatives for Mathematics, Science, and ORExt (refer to [Appendix G](#) for images):

- Algebra tiles
- Base-ten blocks or pieces
- Colored chips, including those with positive and negative sides
- Colored tiles
- Counters (e.g., beads, beans, blocks, craft sticks, marbles, tiles or similar)
- Dot paper (square or hex)
- Fraction strips or fraction pieces (unlabeled only)
- Geoboard and bands
- Geometric shapes (2D and 3D)
- Interlocking cubes (e.g., Unifix, Omnifix)
- Linear rods (e.g., Cuisenaire rods, Montessori bead chains)
- Number rack (e.g., rekenrek, counting frame, abacus)
- Pattern blocks
- Patty paper (small square sheets)
- Trays, containers, or bags for storage and/or sorting

Additional allowable manipulatives for ORExt only:

- Balance, including “Hands-on-Math Algebra” balance
- Dice
- Dominoes or checkers
- Egg cartons of various sizes
- Legos
- Measuring cups and spoons with marks and text
- Play money
- Playing cards or numbered cards
- Scissors
- Spinners
- Stopwatch
- String
- Tangrams
- Transparent sheets, mirrors, MIRA™ – symmetry tools
- 2-D nets

Additional manipulatives may be requested through the process described in [Appendix E](#).

Recommendations for use: This support makes the students' testing environment more consistent with their learning environment. Students who benefit from the use of manipulatives during instruction may use this support during their assessment. Manipulatives should help students think, not give them answers.

Guidelines for administration: Manipulatives must neither directly provide students with answers nor identify the process by which students may determine the answer. Manipulatives must be provided to the student in a tray, container, or bag before testing begins. Manipulatives must not be labeled (e.g., fractions, decimals, numerals, text) and must be stored at the student's testing area to minimize movement. Students must work individually with manipulatives. Students must not be coached as to which manipulatives to use, nor on how to use them.

The use of this designated support may result in additional logistical considerations for the testing environment.

[Mark for review](#)

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: A tool in the context menu that allows students to flag items for future review during the assessment. Flags are not saved when the student moves on to the next segment or after a break of more than 20 minutes. Flags persist across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.

System options:

- ELA CAT, ELA PT, Mathematics, Alt ELPA [**On/Off**]
- Science, ELPA Screener, ELPA Summative, SEED Survey [**Always On**]

[Mark up tools](#)

Details: Non-embedded designated support allowable on all assessments when a student is using printed testing materials.

Description: Tools used by students to mark up (e.g., highlight, cross out, underline, circle, etc.) printed materials. Mark up tools may include things like highlighters, markers, pens, and pencils.

Recommendations for use: Students who require printed material to access their assessments may benefit from this support. Students should have received instruction on markup strategies prior to testing with this support.

[Masking \(embedded\)](#)

Details: Embedded designated support available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Masking involves blocking off content that is not of immediate need or that may be distracting to the student, such as individual answer options and navigational buttons and menus. Masking helps students focus their attention on a specific part of a test item.

Recommendations for use: Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may benefit students with print disabilities (including learning disabilities) or visual impairments.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [On/Off]

Masking (non-embedded)

Details: Non-embedded designated support allowable on all assessments while using printed materials.

Description: If using printed materials, a student may use a physical masking tool to block off content that is not of immediate need or that may be distracting. Masking helps students focus their attention on a specific part of a test item.

Recommendations for use: Students with attention difficulties, print disabilities (including learning disabilities), or visual impairments, may need to mask content not of immediate need or that may be distracting during the assessment.

Math tools

Details: Embedded universal tool available on the general Mathematics assessment.

Description: An embedded ruler and embedded protractor used for measurements related to mathematics items. They are available only within the specific items for which the OSAS Item Specifications indicate that one or more of these tools would be appropriate.

Medical supports

Details: Non-embedded designated support allowable on all assessments.

Description: Medical supports, such as a glucose monitor. Medical supports may include an internet capable device and should only support the student during testing for medical reasons.

Recommendations for use: Medical supports would encompass any supports prescribed or recommended by a medical professional who supports the student's health. TAs should follow local policies regarding medical supports and ensure that the student's health is the highest priority. These supports include, but are not limited to, glucose monitors, durable medical equipment, hearing aids, FM systems, and service animals.

Some medical supports may require the use of an app on a cell phone or tablet. Access to other applications and other uses of the device should be restricted or monitored to maintain test security. The use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.

Mouse pointer (size and color)

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: The mouse pointer may be changed in color and increased in size to provide enhanced visibility. This may be of use to students with visual impairments or perceptual challenges. Students

should have ample opportunity to practice during daily instruction with the size and color to determine student preference.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [**system default**/ large black/ extra large black/ large green/ extra large green/ large red/ extra large red/ large white/ extra large white/ large yellow/ extra large yellow]

Multiplication table

Details: Non-embedded **designated support** allowable on the general and ORExt Mathematics and Science assessment .

Description: A paper-based 1-12 multiplication table. Available in English and braille on the [OSAS portal](#).

Recommendations for use: Primarily intended for students with a persistent calculation disability (i.e., dyscalculia). This support should help students work through their thought process, not give them the answers.

Navigation language

Details: Embedded universal tool available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, and ELPA Summative and SEED Survey.

Description: Manages the language in which button names, system messages, and other user interface elements other than test content are displayed. Available in English or Spanish.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [**On/Off**]

Noise buffers

Details: Non-embedded designated support allowable on all assessments.

Description: Ear mufflers, white noise, and/or other equipment used to block external sounds.

Recommendations for use: Noise buffering equipment can help manage environmental noises. Any noise buffer must be compatible with the requirements of the test (e.g., allow the student to hear listening items). Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Paginated item groups

Details: Embedded universal tool available on general ELA CAT, Mathematics CAT, ELPA Screener, and ELPA Summative.

Description: Allows students to navigate between items in an item group by selecting a page for individual viewing. Navigation buttons for each question in a group appear in the upper-right corner. Students click these buttons to proceed to the corresponding question.

System options:

- ELA CAT, Mathematics CAT [**On/Off**]
- ELPA Screener, ELPA Summative [**Always On**]

Periodic table

Details: Embedded universal tool available on the general Science assessment for grades 8 and high school.

Description: An image of the periodic table. Available to all students in grades 8 and high school.

Periodic table (non-embedded)

Details: Non-embedded designated support allowable on the general and ORExt Science assessment for grades 8 and high school.

Description: Any student in grades 8 and high school may use the paper-based [ODE-provided periodic table](#) available in English, Spanish, and braille.

Recommendations for use: Students who are unable to access or utilize the embedded onscreen periodic table may benefit from this support.

Point-to support for multiple-choice responses, accommodation code: A220

Details: Non-embedded accommodation allowable on ORExt, Alt ELPA, and SEED Survey.

Description: For students participating in alternate or extended assessment, the test administrator may point to each answer choice to support students who may need the option to indicate their answer choice through blinking, head movement, eye gaze, or other forms of identified non-verbal communication. Student responses can be generated in whatever student expressive communication modality is used in the classroom.

Recommendations for use: Students with some physical disabilities (including both fine and gross motor skills) may need to use the “point-to” accommodation.

Print on request

Details: Embedded designated support available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Paper copies of stimuli (including passages) and/or items are printed for students. Students may use pencils, pens, markers, highlighters, etc. to mark up the printed test materials.

Security Requirement: All printed test materials (including embossed braille printouts) must be collected and securely shredded immediately following each testing event to maintain security. Students may not keep printed test items for use during future testing events. Refer to *Section 2.4* of the [Test Administration Manual](#).

Recommendations for use: Some students with disabilities, including visual impairments or other print disabilities, may need paper copies of their test content. Students with attention difficulties may need the support of printing in different colors when digitally provided color contrasts do not meet their needs. A very small percentage of students should need this support.

System options:

- ELA CAT, ELA PT, Mathematics, Alt ELPA, ELPA Screener, ELPA Summative [**Off/** Items/ Stimuli/ Stimuli & Items]
- Science, SEED Survey [**Off/** Stimuli & Items]

NOTE: Print on request may be changed in the TA interface for all tests.

Print size

Details: Embedded designated support available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: To increase the default print size of the entire test, the print size must be set for the student in the Test Information Distribution Engine (TIDE) or set by the test administrator prior to the start of the test. Regardless of the print size assigned, all students can use the [zoom](#) buttons in the test to toggle between the five levels of print size for the individual test pages.

Recommendations for use: Students with visual impairments may need to increase the size of text and other item features beyond the 3X zoom universal feature provided by the test platform. A larger computer screen may be needed for this feature to function effectively.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [1x/ 1.5X/ 1.75X/ 2.5X/ 3X]

NOTE: GK and G1 tests in the ELPA suite (Summative, Screener, and Alt ELPA) have a default 18 point font size. G2-3 ELPA tests have a default 16 point font size. All other tests have a default 14 point font size.

Printed writing item response forms

Details: Non-embedded designated support available on the ORExt ELA for writing items only.

Description: Downloadable paper/pencil versions of the ORExt ELA writing items are available. Any student taking the ORExt via the electronic platform can use the printed writing item responses. Printed materials must be securely destroyed immediately following scoring and data entry for the testing event.

Recommendations for use: This support may be needed for students who are unable to input their writing directly into the electronic platform due to difficulties using a mouse, keyboard, or touchscreen.

Response recovery

Details: Embedded universal tool available on the general ELA PT, Mathematics PT, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Student may recover any saved (or auto-saved) draft on a constructed response item. Drafts are ordered from the most recent to the oldest and grouped by sitting during the same testing session (each time the student logged in and tested). Only the most recent “backup” version persists across logout/resume (even if the test is paused less than 20 minutes).

System options: ELA PT, Mathematics PT, ELPA Screener, ELPA Summative, SEED Survey [On/Off]

Scratch paper

Details: Non-embedded universal tool allowable on all assessments.

Description: Scratch paper and accompanying writing tools (e.g., pencil, pen, marker) must be made available to all students to make or organize notes, write computations, or record responses. A whiteboard with a marker may be used as scratch paper.

- **ELA:** any color, blank or lined paper is appropriate.
- **Mathematics:** any color, blank or lined paper may be made available to all students. Graph paper may be used on math assessments at all grade levels but is required beginning in the sixth grade. Graph paper must also be blank (e.g., no pre-printed cartesian plane).
- **Science:** any color, blank, lined, or graph paper is appropriate. Graph paper must be blank as described in Mathematics above.

NOTE: Some students will need to use assistive technology devices as aligned to their IEP or 504. Digital graph paper and low-tech assistive technology (e.g., math window) are permitted if the construct being measured is not impacted. Access to the internet must be disabled or monitored on assistive technology devices to prevent test improprieties.

Security requirements for scratch paper:

ELA CAT, Mathematics CAT, ORExt, Alt ELPA, & ELPA Screener: All scratch paper must be collected and securely destroyed at the end of each test session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each session.

General ELA PT, Mathematics PT, Science, & ELPA Summative: For students continuing an ELA or Mathematics PT, Science, or ELPA Summative across multiple sessions, scratch paper, whiteboards, and/or assistive technology devices may be made available to the student at the next testing session. To maintain test security, TAs must direct students to write their names (or other appropriate identifying information) on their scratch paper before collecting it at the end of each testing session. Once a student completes the test, their scratch paper must be collected and securely destroyed and all notes on whiteboards and/or assistive technology devices must be erased to maintain test security. Refer to *Section 2.4* of the [Test Administration Manual](#) for more information.

Scribe, accommodation code: [A312](#)

Details:

- Non-embedded **designated support** allowable on general ELA CAT, Mathematics, Science, ORExt, and SEED Survey.
- Non-embedded **accommodation** allowable on general ELA PT, Alt ELPA, ELPA Screener, and ELPA Summative.

Description: The student dictates their responses to a human scribe who records verbatim what the student dictates (i.e., enters it directly into the testing platform). The student may dictate by augmentative, alternate, or assistive communication (AAC, AT) device, pointing, sign language, or speech. Students may dictate, while the human scribe records, selected response items (single and multiple answer), constructed response items (short text) and long essay (full write). The student should be able to develop planning notes with the human scribe and to view what was produced while dictating to the scribe. The scribe must be trained and qualified, and must follow the administration guidelines provided in the [Scribing Protocol](#) for ELA, Mathematics, and Science assessments or the [ELPA Scribe Guidelines](#) under the *General Accessibility Resources* section of the [Assessment Administration Resources webpage](#).

Recommendations for use: Students with documented significant motor or processing difficulties, or a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human scribe using their accustomed method of communication.

Depending on the amount of assistance needed by the student using this accommodation, the scribe may also need to manipulate the testing equipment for the student, such as logging in to the student's test on the student's behalf.

Sensory supports

Details: Non-embedded designated support allowable on all assessments.

Description: Sensory supports are allowable for students who benefit from tactile, movement, or sensory input to help maintain focus and self-regulation during testing. These may include fidget toys, stress balls, putty, textured items, foot rockers, seat cushions, or other similar objects. This designated support should be based on student use in the classroom. Sensory supports may not be used in response to specific items on the assessment but should reflect the student's typical sensory routines.

Recommendations for use: Sensory supports are to be used as an overall support for a student's interaction with the assessment. Misuse of sensory supports or the occasional application of supports during an assessment may impact a student's response. Some sensory devices can be potentially disruptive to other students that are testing in the same room and should only be used for students testing individually.

Separate setting

Details: Non-embedded designated support allowable on all assessments.

Description: Student tests in a curated or personalized environment. Students who are easily distracted (or may distract others), for example, may need an alternate location to be able to take the assessment. Additionally, a student may test in a separate setting if their assessment needs to be administered at a different time of day than other students, if they need to read aloud or sub-vocalize text, retell a reading passage in their own words before responding to items, or if they need the use of a calming device or support (as recommended by educators and/or specialists).

Recommendations for use: The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but a specific location (for examples, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as a TA when the student requires it. A separate setting covers all environmental modifications, not just the physical location of testing. For example, a student may need the emotional support of a comfort object, such as a stuffed animal or blanket. Or a student may need a "buffer" object to lower their affective filter, such as a curtain to speak through.

Signed interpretation, accommodation code: A228

Details: Non-embedded accommodation allowable on general and ORExt ELA, Mathematics, Science, Alt ELPA, and SEED Survey.

Description: Some or all portions of approved content is signed to the student by a qualified signed test interpreter using the signed modality that is most familiar to the student following the administration guidelines provided in [Appendix B: Guidelines for Signed Interpretation Support](#). While advance access to these online assessments is not available, it is expected the qualified sign language interpreter has prepared to support the student and TA per the Appendix B: Guidelines for Signed Interpretation Support, to ensure the reliable and valid provision of this accommodation for students on IEPs and 504 plans in the assessment environment.

Student directions are located in the [Test Administration Manual](#). The use of this accommodation may require the use of a separate setting.

Recommendations for use: Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access orally presented information. Note that some students who are hard of hearing can listen to orally presented information if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with the clear presentation of the audio presentation in a listening test.

[Simplified test directions](#)

Details: Non-embedded designated support allowable on the ELPA Summative.

Description: The test administrator reads the simplified K-1 test directions as found in the [Test Administration Manual](#).

Recommendations for use: Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.

[Specialized calculator](#), accommodation code: A602

Details: Non-embedded accommodation allowable on general and ORExt Mathematics and Science.

Description: A non-embedded, stand-alone, specialized calculator such as braille calculator, talking calculator, or large button calculator. These specialized calculators may be provided as a physical calculator or through a device with assistive technology software. The non-embedded specialized calculator must match the type and features of the embedded calculator at that grade, per the [OSAS testing calculator specifications](#).

Test Administrators must ensure that the non-embedded specialized calculator is only used on calculator-allowed items; these items include a calculator icon in the upper right corner of the screen. Any other use of a non-embedded specialized calculator may result in a test impropriety.

A very limited number of students should require the use of a non-embedded specialized calculator on the Mathematics or Science assessment. The supervision necessary to implement this non-embedded accommodation support may require a 1:1 test administration.

On the ORExt Mathematics and ORExt Science assessments, any student may use a non-embedded specialized calculator any time. The non-embedded specialized calculator should be one the student is familiar with and uses during instruction.

All programs and downloaded applications must be cleared from calculators before beginning the test and again following the test period to ensure that information has not been stored on the calculator.

Recommendations for use: Student who are unable to use the embedded calculator for calculator-allowed items will be able to use the specialized calculator that they typically use during instruction. The non-embedded specialized calculator should have no internet or wireless connectivity, and all security procedures need to be followed.

Speech-to-text (STT) software, accommodation code: A311

Details: Non-embedded accommodation allowable on general and ORExt ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Voice recognition allows students to use their voices as input devices to the computer to dictate responses. Students may use their own assistive technology device instead of software on their testing device if necessary, in which case students would also need the [transfer student response \(A317\)](#) accommodation. Care must also be taken that the student's AT device does not have access to features that may result in a test impropriety. Implementation of this support should ensure use of this support does not disrupt the testing environment for other students.

Recommendations for use: Students with motor or processing disabilities (such as dyslexia) or a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers.

Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text (STT) software requires that the student go back through all generated text to correct errors in transcription, including the use of writing conventions; thus, prior experience with this accommodation is essential. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of STT does require that students know writing conventions and that they have the review and editing skills required of students who use STT also be able to develop planning notes via STT, and to view what they produce when composing via STT.

Setting up STT:

- Install STT program (e.g., Dragon) on the computer that the student will use for the test.
- Enable [permissive mode](#) in TIDE.
- Before the TA opens the OSAS Secure Browser, the STT program needs to be engaged.
- Open the OSAS Secure Browser and have the student log in to begin the test.

Cambium Assessment, Inc. (CAI) and Behavioral Research and Teaching (BRT) do not officially support any particular STT software or perform quality control testing to ensure compatibility between the secure browsers, test content, and third-party STT software options. CAI/BRT's ability to troubleshoot compatibility issues is limited. Districts should ensure that whatever software is used during test administration is consistent with the software students use during instruction. To ensure compatibility before test administration begins, CAI and ODE recommend trying the STT software with the secure browser using the sample test.

Spell check

Details: Embedded universal tool available on general ELA PT, Mathematics PT, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with specific items for which the OSAS item specifications indicate that it would be appropriate. Spell check is bundled with other embedded writing tools for mathematics items, ELA items, and ELPA items with open-ended student responses.

Streamlined interface mode

Details: Embedded designated support available on general ELA, Mathematics, Science, Alt ELPA, and SEED Survey.

Description: This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.

Recommendations for use: This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in a streamlined format.

NOTE: Streamlined interface mode is *ON* by default for the Alt ELPA. This aligns the Alt ELPA presentation more closely with the ORExt presentation. Streamlined mode may be turned *OFF* in TIDE for students who would not benefit from this support.

System options:

- ELA CAT, ELA PT, Mathematics, Science, SEED Survey [On/Off]
- Alt ELPA [On/Off]

Strikethrough

Details: Embedded universal tool available on ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: The ability to cross out answer options. Strikethrough persists across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.

System options: ELA CAT, ELA PT, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [On/Off]

Student reads test aloud

Details: Non-embedded designated support allowable on all assessments.

Description: The student sub-vocalizes, reads the test content aloud, or uses a think-aloud strategy. This feature must be administered in a secure one-on-one test setting.

Recommendations for use: Students who are beginning readers, have a documented auditory or processing impairment, or rush through assessments without reading text, may benefit from reading the test aloud. If the student vocalizes to a listener, the listener is to remain neutral and should provide no feedback or indication of correctness or incorrectness on the student's part.

Support physical position of student

Details: Non-embedded designated support allowable on all assessments.

Description: The student is provided with physical support to access the computer monitor, keyboard, or assessment materials. Support is provided via appropriate devices as used in the classroom (preferential seating, special lighting, increase/decrease opportunity for movement, provide position assistance, provide adaptive/equipment/furniture) or by an aide/educational assistant who has reviewed and signed the [Assurance of Test Security Form – Non-Administrator](#).

Recommendations for use: Students who have documented motor or orthopedic impairments may need additional support to engage in testing activities.

Provision of physical support and assistance should not involve discussions of items or direct selection of items. The examples in the description above do not constitute an exhaustive list. If additional physical supports and strategies are written into the student's IEP, they may also be incorporated into the assessment in keeping with guidance provided here.

Text-to-speech (TTS), accommodation code: A225

Details:

- Embedded **designated support** available on Mathematics, Science, SEED Survey, and ELA CAT for items only and ELA PT for stimuli and items.
- Embedded **accommodation** available on ELA CAT for reading stimuli/passages.

NOTE: Embedded text-to-speech (TTS) is not available on the ELPA Summative, ELPA Screener, or ORExt. These assessments all have the [audio support](#) universal tool.

Description: Text is read aloud to the student via embedded text-to-speech (TTS) technology, including the student's responses to constructed-response items. The student can control the speed, pitch, and volume of the voice. Enabling TTS will require the student to use headphones unless tested individually in a separate setting.

If appropriate for the student, a "tracking" feature can also be enabled in the TA interface or TIDE, which highlights words as they are being read aloud by TTS.

In addition to English TTS, Spanish TTS is available for Mathematics and Science for students who also have the [translations \(dual language\)](#) designated support enabled. A Spanish language pack must be installed on the student's testing device for Spanish TTS to function properly. Instructions are included in the [Assistive Technology Manual](#).

Recommendations for use: Students who struggle with reading may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may benefit students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. This support may be confusing and impede the performance of students who do not regularly have the support during instruction. Students should use this support regularly during instruction to meaningfully benefit from it on assessments.

Text-to-speech on ELA CAT reading stimuli/passages as an accommodation is appropriate for a very small number of students for students whom the need is documented in an IEP or 504 plan.

NOTE: The embedded designated support of text-to-speech is not available for ELA items through the braille interface. The non-embedded [human read-aloud](#) designated support is available for students using the braille Interface who require read-aloud support for ELA items.

System options:

- ELA PT, Mathematics, Science, SEED Survey [**Off**/ Items & Stimuli]
- ELA CAT [**Off**/ Items (designated support)/ Items & Stimuli (accommodation)]

The [text-to-speech tracking](#) setting highlights words on the student's screen as they are read aloud. ELA CAT, ELA PT, Mathematics, Science, SEED Survey [On/**Off**]

[TouchPoints](#)

Details: Non-embedded designated support allowable on general and ORExt Mathematics.

Description: TouchPoints are a tactile tool used within the TouchMath program. Students touch points on each numeral (1-9) to support counting and number fluency. TouchPoints may be used on a variety of numeral-based manipulatives (e.g., touch strips, individual numerical manipulatives, touch cards, etc.). TouchPoints support counting and number fluency; they do not inherently perform computation.

Recommendations for use: Students with learning disabilities, such as dyscalculia, may access TouchPoints as part of their classroom instruction and assessment. Only students who use this support during instruction should access it on statewide summative tests.

[Transfer student response](#), accommodation code: A317

Details: Non-embedded accommodation allowable on general ELA, general Mathematics, ORExt, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Transfer Student Response means moving the student's written words from a device that uses speech-to-text and/or word prediction software to a device that is running the secure browser when that system is not currently supported.

Recommendations for use: This accommodation is only for students who use speech-to-text and/or word prediction as a part of their regular daily instruction and assessment and do not qualify for the scribe support. Many students use speech-to-text and/or word prediction in their regular daily instruction but do not use scribe in their regular daily instruction. TAs can use this support to transfer a student's independently generated text, exactly as the student presented it, into the secure browser.

[Translate/interpret test content](#), accommodation code: A233

Details: Non-embedded accommodation allowable on ORExt Mathematics and Science only.

Description: Translating or interpreting all test content (e.g., prompts, stimuli, questions, response options, etc.) into another language. This local translation and/or interpretation must be conducted by a person whom the district has determined is qualified to complete such translation and/or interpretation. Individuals providing this support must take care not to provide additional information that would influence the student's response or indicate the correct response option.

NOTE: The written translation of secure test materials must be destroyed per *Section 2.4* of the [Test Administration Manual](#).

The SEED Survey is available in English, Spanish, Arabic, Russian, Vietnamese, Ukrainian, Simplified Chinese and Traditional Chinese. The SEED Survey may be translated into other languages as part of survey administration; this is not considered an accommodation.

Recommendations for use: May be appropriate for students whose primary language is not English and who use dual language supports in the classroom.

[Translate/interpret test directions and test navigation](#)

Details: Non-embedded designated support allowable on all assessments.

Description: Test directions may be translated or interpreted into any language, including American Sign Language (ASL). Test navigation (e.g., navigation buttons, settings menus, pop-ups, etc.) may also be interpreted during the testing session.

Translated test directions are available in the following languages:

- **ELA & Mathematics** – Spanish is available in the [Test Administration Manual](#) and on the [OSAS Portal](#). Arabic, Burmese, Cantonese, Chuukese, Dakota, French, Haitian Creole, Hmong, Ilokano, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Tagalog, Ukrainian, Vietnamese, and Yup'ik are available for download on the [OSAS Portal](#).
- **Science** – Spanish is available in the [Test Administration Manual](#).
- **Alt ELPA** – Arabic, Simplified Chinese, Spanish, Swahili, and Vietnamese are available to download on the [OSAS Portal](#).
- **ELPA Screener** – Arabic, Chinese, Japanese, Korean, Marshallese, Russian, S'Gaw Karen, Somali, Spanish, and Vietnamese are available to download on the [OSAS Portal](#).
- **ELPA Summative** – Spanish is available in the [Test Administration Manual](#) and on the [OSAS Portal](#). Arabic, Marshallese, Russian, S'Gaw Karen, Simplified Chinese, and Vietnamese are available to download on the [OSAS Portal](#).

These translated test directions can be read to the student by a qualified, multilingual adult.

The local translation or interpretation of the general test directions into other languages must be completed by a qualified individual as determined by the district. Locally translated test directions can be read to the student by a qualified, multilingual adult. Test directions may be interpreted in the moment by a qualified interpreter.

The local interpretation of test navigation (e.g., navigation buttons, settings menus, pop-ups, etc.) must be provided by a qualified individual as determined by the district.

Recommendations for use: Students who have limited English language skills (regardless of EL status) can use the translate/interpret test directions and test navigation support.

[Translations \(dual language\)](#)

Details: Embedded designated support available on general Mathematics, Science, and SEED Survey.

Description: Dual language translations are a language support that provides the full Spanish-language translation for each item and stimulus.

On the Mathematics and Science assessments, if the dual language translation is enabled, an additional menu will appear in constructed response boxes that allows a student to toggle between English and Spanish to spell check their response in either language. If text-to-speech (TTS) and/or dictation are enabled in addition to the dual language translation, the student may use these supports in their constructed response along with spell check.

For example, a student typing a response in Spanish can check the spelling in Spanish by choosing “Español” from the language toggle menu. If TTS is enabled and a Spanish language pack is installed on the student’s computer, the student’s response can read back in Spanish.

Dual language translations for the SEED Survey are available in Spanish, Arabic, Russian, Vietnamese, Ukrainian, Simplified Chinese (Mandarin), and Traditional Chinese (Cantonese).

Recommendations for Use: For students whose primary language is not English and who use dual language supports in the classroom, the use of the dual language translation may be appropriate. Additionally, dual language translation may be appropriate for students learning in immersive dual language environments. This support may increase the reading load and cognitive load.

System options:

- Mathematics, Science [**English**/Spanish]
- SEED Survey [**English**/ Spanish/ Arabic/ Russian/ Vietnamese/ Ukrainian/ Simplified Chinese – Mandarin/ Traditional Chinese – Cantonese].

This setting can be found in TIDE under the [presentation](#) settings. Presentation language must be set in TIDE prior to the student logging into the test.

[Translations \(glossaries\)](#)

Details: Embedded designated support available on general Mathematics assessments.

Description: Translated and/or illustrated glossaries are a language support provided for selected construct-irrelevant terms for Mathematics. Translations and/or illustrations for these terms appear when students click on the term. Students can adjust the size of the illustration, move it around the screen, and listen to an audio recording of the term by selecting the audio icon.

Recommendations for use: Students who are advancing toward English language proficiency (regardless of EL status) can use the translation glossary for specific items. Deaf or hard of hearing students who are not proficient in American Sign Language (ASL) may use illustrated glossaries. Students who use the audio icon will need headphones unless tested individually in a separate setting.

For additional guidance refer to [Guidelines for Using Glossaries](#) and [Instructions for Using Glossaries](#).

System options: Mathematics [**English Glossary (universal tool)**]/ Illustration Glossary/ No Glossary/ Arabic/ Burmese/ Cantonese/ Filipino/ Hmong/ Korean/ Mandarin/ Punjabi/ Russian/ Somali/ Spanish/ Ukrainian/ Vietnamese]

Note: Each language listed above may be combined with English, Illustration, or English & Illustration.

[Turn off any universal tools](#)

Details: Embedded designated support available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey

Description: Disables any embedded universal tools that might be distracting or that a student does not need to use or is unable to use.

Recommendations for use: Students who are easily distracted (regardless of designation as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing

which specific tools may be distracting is important for determining which tools to turn off for an individual student.

NOTE: Universal tools are disabled via the TA interface, not through TIDE.

Verbal description of graphics

Details: Non-embedded designated support allowable on Alt ELPA.

NOTE: For other assessments, please refer to the [human read aloud](#) designated support for guidance on image descriptions.

Description: The Test Administrator Booklets and Scoring Rubrics documents include descriptions of select graphics for specific students (e.g., those who are blind). The included descriptions must be read verbatim. No other graphics may be described.

Recommendations for use: Students who are blind or have low vision may need verbal description of some of the graphics.

Word prediction (embedded), accommodation code: A313

Details: Embedded accommodation available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Suggested words will appear in a menu as students type a written response. Students can select a suggested word instead of typing it out manually.

If the *audio preview* system option is enabled, words will be read aloud when hovered over with the mouse cursor, selected or typed. When punctuation is added to the end of a sentence, it is read aloud.

NOTE: For ELA CAT, Mathematics CAT, and Science, word prediction is only available in the [digital notepad](#) as there are no constructed response items on these assessments.

Recommendations for use: Students with documented motor or orthopedic impairments that severely impair their ability to provide written or typed responses without the use of assistive technology, or students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may use word prediction.

System options: ELA CAT, ELA PT, Mathematics, Alt ELPA, ELPA Screener, ELPA Summative, SEED Survey [On without audio/On with audio/Off]

Word prediction software, accommodation code: A313

Details: Non-embedded accommodation available on general ELA, Mathematics, Science, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program.

The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic

dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, refer to text-to-speech or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.

NOTE: For ELA CAT, Mathematics CAT, and Science, word prediction software may only be used in the [digital notepad](#) as there are no constructed response items on these assessments.

Recommendations for use: Students with documented motor or orthopedic impairments that severely impair their ability to provide written or typed responses without the use of assistive technology, or students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, may use word prediction. Students need to be familiar with the software and have had many opportunities to use it in daily instruction. Students using word prediction still need to know writing conventions and use review and editing skills. Students who use word prediction should be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.

[Writing tools](#)

Details: Embedded universal tool available on general ELA PT, Mathematics PT, Alt ELPA, ELPA Screener, ELPA Summative, and SEED Survey.

Description: Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. Writing tools are not available for ELA short-answer items.

The Alt ELPA and ELA short-answer items only have cut, copy, and paste functionality.

[Written copy of test directions](#)

Details: Non-embedded designated support allowable on all assessments.

Description: Test administrators may provide the student with a written copy of the test directions. This written copy may be provided in any language in alignment with the [translate/interpret test directions and test navigation](#) support. Test administrators **must** read aloud all test directions, even if this support is being provided.

Recommendations for use: Students who need additional support understanding the test directions may benefit from this resource.

[Zoom](#)

Details: Embedded universal tool available on all assessments.

Description: A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for GK and G1 ELPA Summative, Screener, and Alt ELPA tests is 18 point. The default font for ELPA G2-3 tests is 16 point. The default for all other tests is 14 pt. Clicking the *Zoom In* button makes text and graphics larger. Clicking the *Zoom Out* button returns to the default or smaller print size.

Appendix A: Technology and Braille Skills Needed to Access ELPA

Prior to testing, school staff should verify that students have the computer skills necessary to take the ELPA. The following table describes the technology skills students will need to access ELPA.

Grade	Listening	Reading	Writing	Speaking
K-5	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation Typing words, phrases, sentences	Mouse/keyboard navigation Speak into a microphone
6-12	Mouse/keyboard navigation	Mouse/keyboard navigation	Mouse/keyboard navigation Type words, phrases, sentences, paragraphs	Mouse/keyboard navigation Speak into a microphone

Students without the necessary skills to operate ELPA testing equipment may have an assistant help with pointing, clicking, dragging, and dropping with the mouse. This includes clicking various navigation buttons, including “back,” “next,” and “submit.” The assistant must click or move only the answer the student has selected to the area the student indicates regardless of whether the answer is correct. The assistant may also help with other equipment tasks such as adjusting volume or microphone positioning. If the student will need assistance throughout the test, it may be preferable to test the student in a 1:1 setting.

Technology assistance is a base element of ELPA testing and is available to all students who need it regardless of grade band, disability, or language proficiency.

Choosing answers for a student is a test impropriety and will result in an invalid assessment. To avoid improprieties, ensure that all assistants have received test administration and security training and have signed an Assurance of Test Security form for the current school year prior to assisting with the administration of the ELPA.

The [ELPA Braille Version Information Sheet](#) includes information on the braille version of the ELPA, including which domains may be completed even without knowledge of braille.

Appendix B: Guidelines for Signed Interpretation Support

(Except ELPA Summative and ELPA Screener)

Signed interpretation of Oregon’s Statewide Assessments is an approved support for all assessments except the ELPA Summative and ELPA Screener. In addition to the information in [Section 5.0](#), the following are the Oregon Department of Education’s policy and guidelines related to the appropriate use of this accommodation—including qualifications for anyone who plans to serve as a signed test interpreter of Oregon’s Statewide Assessments.

When providing sign language interpretation as a support for a student taking an Oregon Statewide Assessment who is deaf or hard of hearing (DHH), the objective is to provide the same level of access to the printed information that would be provided to a hearing student who receives an oral presentation (e.g., human read-aloud accommodation or text-to-speech support). Signed interpretation is equivalent to a read-aloud support, which is allowed in all areas except the ELPA Summative and ELPA Screener.

Signed interpretation ties assessment to the language and modality presented in the classroom and allows equal access for students who are deaf or hard of hearing and who require an interpreter for read-aloud access. Therefore, a signed interpretation of the Oregon Statewide Assessments is an accessibility support when:

- The student uses a sign language interpreter in the classroom or receives direct instruction in sign language by a teacher of the DHH.
- The team, in advance and following ODE protocol, identifies the support as appropriate for the individual student.
- The assessment is interpreted by a qualified signed test interpreter (refer to the Signed Test Interpreter Qualifications section below).

Interpreting Oregon Statewide Assessments

A qualified signed test interpreter may interpret orally presented information (such as test directions) as well as written information (such as test content). The student’s IEP team determines what and how much to interpret, matching the extent and procedures of signed interpretation the student receives during instruction. The verbatim student directions for the OSAS Assessments are located in Sections 7-10 of the Oregon [Test Administration Manual](#). The student directions for the Extended Assessments are embedded directly in the assessment materials. Sign Language interpretation of the ELPA Summative and ELPA Screener (other than the student directions) is not allowed and is considered a modification, consistent with the prohibition on providing a read-aloud for a hearing student on these assessments.

Signed Test Interpreter Qualifications & Training Requirements

- Meet [OAR 581-015-2035](#) minimum standards
- For those administering the Oregon Extended Assessment, complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the [BRT \(UO\) Online Training](#) website.

- Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the [Test Administration Manual](#).
- Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will support.
- Sign a Test Administrator Assurance of Test Security form for the current school year.
- Review and follow [Read Aloud Guidance](#).
- Review [Math terminology](#) and Science terminology (grade [5](#), [8](#), [11](#))
- Use the relevant ELA, Math, Science, Alt ELPA [sample tests](#) or ORExt [sample tests](#) to practice interpreting test items.

Qualifications and Training Requirements of Teacher of the DHH as the “test interpreter”

- Be the teacher of that content area for the student.
- Meet the requirements of TSPC for a Teacher of the DHH.
- The teacher must also meet the other items above (except OAR 581-015-2035):
 - For those administering the Oregon Extended Assessment, complete and pass the ODE Sign Interpretation Training and Proficiency Assessment on the [BRT \(UO\) Online Training](#) website.
 - Receive annual Test Administration and Security training from their local district, consistent with requirements listed in the [Test Administration Manual](#).
 - Read and understand the [Test Administration Manual](#), as well as all appendices pertaining to those specific assessments which the interpreter will administer.

BEFORE THE TEST

The Test Interpreter:

- *Will not* have access to actual test items prior to the administration of the ELA, Mathematics, or Science online assessments. However, sign language interpreters should review content standards for information on vocabulary that is construct-specific to the item so that they do not give students an unfair advantage.
- *Will* have access to Oregon’s Extended Assessment and Alt ELPA test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or fingerspelled.
- Understands that not all items need to be signed; that is, the student can request individual words or items to be signed.
- Reviews the “[Read Aloud Guidelines](#),” which provide a consistent script to follow for commonly used terms and symbols that may appear on a test. These can be studied and “translated” ahead of time.
- Must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words.

The Test Administrator:

- Instructs a DHH student on how to request the signed interpretation support prior to test administration and what to expect in the testing environment before they are tested.
- Develops an understanding of the role and function of the interpreter in the secure test environment.
- Reviews the protocols with the test interpreter.

DURING THE TEST

- The interpreter should remain calm. A hurried or stressed demeanor could have a negative impact on the student.
- The interpreter is to use the language and modality that is typically used in the classroom, using the same language and signs that are used in instruction.
- The interpreter may take time to read the question to prepare for the task of interpreting. However, to align with classroom practice, during the actual administration of the test the interpreter will interpret as the test administrator reads it aloud.
- If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test. (*Refer to “Rationale” below*).
- If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test. (*Refer to “Rationale” below*).
- If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed. (*Refer to “Rationale” below*).
- The interpreter follows [“Read Aloud Guidelines”](#).

For assessments administered orally (Oregon Extended Assessment and Alt ELPA):

- The interpreter may ask the test administrator to read the question again or to read more slowly if that will make a more conceptually accurate and complete interpretation possible.
- The interpreter may ask the test administrator to read more than what the student requested. For example, if the student asks for a single word to be read aloud, the interpreter may ask that the entire sentence or more be read, providing sufficient context for an accurate interpretation.
- If the interpreter is unsure of the vocabulary or concept, they may ask the test administrator to define a word or concept (away from the test taker), to provide an accurate interpretation.
- The student may be provided with preferential seating, so the interpreter and teacher are both in the student’s line of sight.

The interpreter is not allowed to:

- Use signs that invalidate the construct of the question (refer to training videos on the [BRT \(UO\) Online Training](#) website).
- Nonverbally affirm or negate a student's response to test items.
- Interpret if they do not understand the word or test item (this could skew the interpretation). However, they can pause the student’s test and ask for clarification from the test administrator.
- Prompt the student in any way that would influence their response.

RATIONALE:

If a sign for a word or phrase exists, the test interpreter should use the sign when the word or phrase occurs in print on the test.

Signs that are commonly used in sign language are allowable in the signed interpretation of Oregon’s Statewide Assessments. Occasionally a commonly used sign that is “conceptually accurate” may appear to give the student an unfair advantage; however, conceptual accuracy is a critical component of American Sign Language and most sign systems.

Conceptually accurate signs incorporate meaning in the production of the sign. For example, if an item asks the student to identify a triangle, the commonly used sign is a pantomimed drawing of a triangle. This is the commonly accepted sign used in conversation and instruction and therefore should be the sign that is used when the English word “triangle” appears in the test. Fingerspelling is not an acceptable substitution because it increases the difficulty of the item by requiring the student to recognize “triangle” by its spelling. A hearing student would not be required to recognize a word by its spelling in an oral administration; therefore, it should not be required of a deaf student.

If a sign for a word or phrase has been locally developed and routinely used in instruction, the test interpreter may use the sign when the word or phrase occurs in print on the test.

For much of the vocabulary used in instruction, there are not commonly used signs. In many cases, teachers or sign language interpreters will develop signs for frequently used vocabulary, with the understanding that these are locally developed signs for a particular instructional setting. These locally developed signs may be used in signed administration if they are regularly used during instruction. An example of a locally developed sign might be for the English word “fission.” It is not a commonly used word, and it would be extremely rare to find it in any sign language dictionary. However, if “fission” is used frequently during science instruction, the teacher or sign language interpreter might develop a sign to be used only in the instructional setting. The concept of “splitting apart” might be incorporated into the formation of the sign. It would be allowable to use this locally developed sign in the testing situation. Conceptual accuracy in a sign that exists or in a sign that has been locally developed is a key component of sign language and should not be denied to the sign language user.

If there is no commonly accepted sign for a word or phrase and a local sign has not been developed, the test interpreter must determine if the word or phrase IS or IS NOT the concept being assessed.

If the word or phrase IS the concept being assessed, the test administrator must fingerspell the word. It is not acceptable to create new signs or to use an equivalent or expansion to explain the vocabulary that is being assessed. Consider this sample question:

- *Which best describes one of the subatomic particles that could be found at location X in the model of an atom shown above?*

The phrase “subatomic particles” is the concept being assessed. Therefore, if a sign for this word does not exist or has not been locally developed, the test administrator must fingerspell it.

If the word or phrase IS NOT the concept being assessed, the test administrator may use a reasonable equivalent or expansion. The test administrator has more flexibility when signing words or phrases that are not the concepts being assessed. Consider this sample question:

- *What is the range of the sale prices for a Stunt-Pro bicycle at these stores?*

It is unlikely that a sign exists or has been locally developed for “Stunt-Pro.” However, since this is not the concept being assessed, the test administrator may provide a reasonable equivalent or expansion.

Appendix C: Embedded Accessibility Support Settings

Table C.1: Embedded Universal Tools

Test Setting and Editability	Options <i>Bold is the default</i>	Notes
Color Choices TIDE & TA Interface State, DTC, DLU, TOSA, STC, TA	Math, ELA: Black on White Black on Pink Gray on Green Medium Gray on Light Gray Red on White White on Black White on Red Yellow on Black Yellow on Blue Science, SEED Survey: Black on White Black on Blue Black on Pink Black on Yellow Gray on Green Medium Gray on Light Gray Red on White White on Black White on Red Yellow on Black Yellow on Blue ELPA Tests: Black on White Black on Blue Black on Cream Black on Pink Gray on Green Red on White White on Black White on Red Yellow on Black Yellow on Blue	This is the color combination applied to a student's test. This setting is designed to help students who experience difficulties that are associated with the contrast or lighting of the screen. The color option that will work best is specific to each student.

Test Setting and Editability	Options <i>Bold is the default</i>	Notes
English Dictionary TA Interface Only State, DTC, DLU, TOSA, STC, TA, TT	ELA PT: On* Off *Grades 3-5: MW Elementary Dictionary; Grades 6-8: MW Intermediate Dictionary; High School: MW Collegiate Dictionary All other tests: Not supported	This tool is used to look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus. The dictionary is available for the ELA PT only.
English Thesaurus TA Interface Only State, DTC, DLU, TOSA, STC, TA, TT	ELA PT: On* Off *MW Intermediate Thesaurus All other tests: Not supported	The thesaurus is an embedded tool that is available for the ELA PT.
Expandable Items and Stimuli TA Interface Only State, DTC, DLU, TOSA, STC, TA, TT	ELA, Math, Science: On Off ELPA Tests (Expandable Items): Always On ELPA Tests (Expandable Stimuli): On Off SEED Survey: <i>Not supported</i>	Allows student to expand the item section. <i>Note: This tool appears next to the stimulus context menu.</i>
Global Notes TA Interface Only State, DTC, DLU, TOSA, STC, TA, TT	ELA PTs: On Off All other tests: <i>Not supported</i>	Allows students to use an on-screen notepad to enter notes that persist across test sessions until the test has been submitted. Students may copy/paste input from Global Notes into item response fields.
Highlighter TA Interface Only State, DTC, DLU, TOSA, STC, TA, TT	Math, ELA, Science, Alt ELPA, SEED Survey: On Off ELPA Screener and ELPA Summative: Always On	Allows students to select the text on the screen and then select Highlight Selection from the context menu. Highlighting on items and stimuli persist across logout/resume within the 20-minute pause rule, and on any item

Test Setting and Editability	Options <i>Bold is the default</i>	Notes
		page that is still visible upon resume after the pause rule is in effect.
Line Reader TA Interface Only State, DTC, DLU, TOSA, STC, TA, TT	All Tests: On without masking On with masking Off	Allows student to highlight an individual line of text in a passage or question. On with masking masks the background while the line reader highlights each line of text. This tool is not available while the Highlighter tool is in use.
Mark for Review TA Interface Only State, DTC, DLU, TOSA, STC, TA, TT	Math, ELA, Alt ELPA: On Off All other tests: Always On	Allows student to mark a question for review, from the context menu. Mark for Review persists across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.
Mouse Pointer TIDE & TA Interface State, DTC, DLU, TOSA, STC, TA, TT	All tests: System Default Large Black Extra Large Black Large Green Extra Large Green Large Red Extra Large Red Large White Extra Large White Large Yellow Extra Large Yellow	To provide enhanced visibility, the mouse pointer may be changed in color and increased in size.
Navigation Language TA Interface Only State, DTC, DLU, TOSA, STC, TA, TT	All tests: On Off	This tool allows the student to change the language of all navigation buttons and menu option labels via the cog wheel.
Paginated Item Groups TA Interface Only	ELA, Math CAT: On Off	Allows students to navigate between items in an item group by selecting a page for individual viewing.

Test Setting and Editability	Options <i>Bold is the default</i>	Notes
State, DTC, DLU, TOSA, STC, TA, TT	Alt ELPA, Math PT, Science: Not supported ELPA Tests: Always On	Navigation buttons for each question in a group appear in the upper- right corner. Students click these buttons to proceed to the corresponding question.
Response Recovery TA Interface Only State, DTC, DLU, TOSA, STC, TA, TT	ELA PT, Math PT, ELPA, SEED Survey: On Off Science: Not supported	Allows students to view and restore responses they previously entered for an open-response question during the same testing session. Previous versions do not persist across logout/resume, even within the 20-minute pause rule period.
Strikethrough TA Interface Only State, DTC, DLU, TOSA, STC, TA, TT	All Tests: On Off	Allows students to select text then choose strikethrough in the context menu to apply strikethrough to the selected words. Strikethrough on items persists across logout/resume within the 20-minute pause rule, and on any item page that is still visible upon resume after the pause rule is in effect.

Table C.2: Embedded Designated Supports

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
Full Screen Mode TIDE Only State, DTC, DLU, TOSA, STC, TA	Alt ELPA: On Off All other tests: <i>Not supported</i>	This feature provides simplified test navigation by removing the global menu and replacing it with a single “next” button. If turned on, the TA must exit Full Screen Mode at the end of the testing session to end the test.
Glossary TIDE Only State, DTC, DLU, TOSA, STC, TA	ELA: English Glossary (<i>universal tool</i>) No Glossary Math: English Glossary (<i>universal tool</i>)	Allows students to view a glossary for selected words in a test passage or question. English is enabled by default. As an accessibility support, you can set the glossary to show another available

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
	Illustration Glossary No Glossary <i>Note:</i> Each language listed below may be combined with English, Illustration, or English & Illustration Arabic Burmese Cantonese Filipino Hmong Korean Mandarin Punjabi Russian Somali Spanish Ukrainian Vietnamese All other tests: Not supported	language, or a combination of English and another available language. Language options for Glossaries vary by assessment. Not all the options listed are available for all tests. Math PT foreign language glossaries must be set in TIDE prior to the student starting the test.
Masking TIDE & TA Interface State, DTC, DLU, TOSA, STC, TA	All Tests: On Off	Allows students to temporarily mask (hide) an area of the test page to reduce distraction.
Presentation <i>(Must be assigned to the student prior to the start of testing)</i> Science, ELA CAT & Math CAT – TIDE & TA Interface ELA PT & Math PT – TIDE Only	Math, Science: English Spanish (designated support) Braille (accommodation) ELA: English Braille (accommodation) ELPA Screener, ELPA Summative: English Braille (accommodation) SEED Survey: English	The presentation in which the student is taking the test. Spanish translation is available for Math & Science. Braille is available for Science, ELA and Math. Upon selecting braille for a student's test, settings for Emboss Request Type and Braille Type are automatically displayed in the TA Interface. Language must be set in TIDE for ELA Interim PT & Math Interim PT, Science and ELPA Screener prior to the student logging in to the test.

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
State, DTC, DLU, TOSA, STC, TA	Spanish (designated support) Braille (accommodation) Arabic (designated support) Russian (designated support) Vietnamese (designated support) Simplified Chinese - Mandarin (designated support) Traditional Chinese - Cantonese (designated support) Ukrainian (designated supports)	The Braille Presentation setting for ELPA Screener & Summative allows users to access the DEI for the non-embedded ELPA Screener & Summative tests.
Print on Request TIDE & TA Interface State, DTC, DLU, TOSA, STC, TA	Math, ELA, & ELPA Tests: Off Items Stimuli Stimuli & Items Science & SEED Survey: Off Stimuli & Items	This accessibility support permits students to request printouts of test content. Off — Students cannot request printing of any test stimuli or questions. Stimuli — Students can request printing of any stimuli. Items — Students can request printing of any questions (including answer options). Stimuli and Items — Students can request printing of any test stimuli and questions (including answer options). <i>Note: Print on Request may be changed in the TA interface for all tests.</i> When printing secure test content, be sure to follow all security procedures related to printed test materials and secure disposal immediately following the testing event, as described in the Test Administration Manual .
Print Size TIDE & TA Interface State, DTC, DLU, TOSA, STC, TA	All Tests: Default/No Zoom = 1X Level 1 = ~1.5X Level 2 = ~1.75X Level 3 = ~2.5X Level 4 = ~3X	The selected print size becomes the default for all text content in that student's test. Regardless of the print size assigned, all students can use the zoom buttons in the test to toggle between the five levels of print size for individual test pages.

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<u>Streamlined Interface Mode</u> TIDE Only State, DTC, DLU, TOSA, STC, TA	Math, ELA, Science, SEED Survey: On Off Alt ELPA: On Off ELPA: Not supported	Allows the student to view the test page content vertically (so that the stimulus is listed above the questions). This layout makes the test page more accessible for students testing with screen-readers.
<u>Text-to-Speech</u> TIDE Only State, DTC, DLU, TOSA, STC, TA	Math, ELA PT, Science, & SEED Survey: Off Items & Stimuli (designated support) ELA-CAT: Off Items (designated support) Items & Stimuli (accommodation) ELPA Tests: <i>Not supported</i>	The TTS accessibility support provides students with the ability to listen to sections of test content. Off — The student cannot listen to any stimuli or items on the test. Items — The student can listen to questions on the test (including answer options). This is a designated support. Items & Stimuli — The student can listen to both questions and stimuli. <i>TTS is available in the Presentation language selected.</i> For students receiving the test in English, the TTS is delivered through the computer's native voice pack. For students receiving the test in another language, the district must first install the appropriate voice pack. ODE and Cambium recommend that districts use the voice packs native to the operating system being used. The TTS options displayed in the drop-down menu are those that are available for that specific test. When TTS is on, students will also have the ability to listen back to their written responses in text fields on constructed response items.

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
TTS Tracking TIDE & TA Interface State, DTC, DLU, TOSA, STC, TA	ELA, Math, Science, SEED Survey: On Off ELPA Tests: Not supported	Where TTS is turned on, the words are highlighted as they are read aloud.

Table C.3: Embedded Accommodations

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
Accommodations Flag (Number of accommodations) TIDE Only State, DTC, DLU, TOSA, STC, TA	All Tests: None One or more	All accommodations must be turned on in TIDE prior to the start of the test. This tool records the use of any embedded or non-embedded accommodation during testing as prescribed in the IEP or 504 plan.
American Sign Language TIDE Only State, DTC, DLU, TOSA, STC, TA	Math, ELA, SEED Survey: On Off All other tests: Not supported	Allows students to view a video with a signed translation of the passage or question. Available for ELA listening questions (applicable to ELA CAT only) and all items on Mathematics tests. <i>ASL must be set in TIDE for all PTs prior to the student logging in to the test.</i>
Audio Transcript ELA listening passages – TIDE Only State, DTC, DLU, TOSA, STC, TA	ELA CAT (Listening Stimuli): On Off All other tests: Not supported	Provides a written transcript of the audio stimuli that can be read by screen readers, or functions as a static document for students who cannot keep up with the closed captioning. JAWS may take the written transcript and send it to a refreshable braille display if the student uses that functionality. Available for ELA listening passages.

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<u>Braille Type</u> TA Interface Only State, DTC, DLU, TOSA, STC, TA	ELA: UEB Contracted Not Applicable UEB Uncontracted Math: UEB Contracted with Nemeth Math UEB Uncontracted with Nemeth Math Science: UEB Contracted with Nemeth Math SEED Survey: UEB Contracted ELPA Tests: Not supported	Only available when Language is set to Braille. This setting determines the type of braille that is delivered to students via a refreshable braille display or a braille embosser. The Not Applicable option could be used on ELA tests where the student does not read braille and instead uses solely JAWs or another screen reader to receive item content. Not Applicable is not available for Math and Science assessments because some images such as graphs or diagrams cannot be accessed via screen readers or refreshable embossers and thus embossed braille is a required resource.
<u>Closed Captioning</u> TIDE Only State, DTC, DLU, TOSA, STC, TA	ELA CAT: On Off All other tests: Not supported	Enables closed captions for audio.
<u>Dictation</u> (Embedded Speech-to-Text) TIDE Only State, DTC, DLU, TOSA, STC, TA	All Tests: On Off	Embedded Speech-to-Text transcribes spoken student responses to text on constructed response items and in the notes and Global Notes. Note: Dictation is a designated support on Math CAT, Math PT, Science, and SEED Survey. Dictation is an accommodation on ELA-CAT, ELA-PT, and all ELPA tests.
<u>Emboss</u> TA Interface Only State, DTC, DLU, TOSA, STC, TA	ELA: None Stimuli & Items Math, Science, SEED Survey: Stimuli & Items ELPA Tests: Not supported	Only available when Presentation is set to braille. Allows test content to be delivered to students via a braille embosser.

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<u>Emboss Request Type</u> TA Interface Only State, DTC, TOSA, STC, TA	Math, Science: Auto-request ELA, SEED Survey: On-Request Auto-request ELPA: Not supported	Only available when Presentation is set to braille. This setting determines if students testing in braille need to manually send print requests or if the print requests automatically generate as students navigate the test. <i>Emboss Request Type options vary by assessment. Not all options are available for all tests.</i>
<u>ELPA Domain Exemptions</u> TIDE Only State, DTC, DLU, TOSA	Alt ELPA, ELPA Summative: No Exemptions Listening Reading Speaking Writing ELPA Screener: No Exemptions Listening Listening and Reading Listening and Writing Listening and Speaking Reading Reading and Speaking Reading and Writing Speaking Speaking and Writing Writing Listening, Reading, and Speaking Listening, Reading, and Writing Listening, Speaking, and Writing Reading, Speaking, and Writing All other tests: Not supported	Some students may be exempted from specified ELPA domains based on their IEP. A student may not be exempt from all testable domains. <i>ELPA domain exemptions must be assigned to the student prior to the start of testing.</i>

Test Settings and Editability	Options <i>Bold is the default</i>	Notes
<u>Mute System Volume</u> TA Interface Only State, DTC, DLU, TOSA, STC, TA	ELA CAT: On: Read Items Only Aloud (designated support) Off: Read Items and Passages Aloud (accommodation) All other tests: <i>Not supported</i>	<i>This feature is only available on ELA CAT braille tests. Only available when Presentation is set to braille.</i> Allows screen reader software to read aloud either items or items and passages to students using approved screen readers on braille tests.
Permissive Mode TIDE Only State, DTC, DLU, TOSA, STC, TA	All tests: On Off	<i>Required for Alternate Response Option and Speech-to-Text Software accommodations.</i> Permissive Mode is setting that allows students to use accessibility software in addition to the secure browser.
<u>Word Prediction</u> TIDE Only State, DTC, DLU, TOSA, STC, TA	All tests: On without audio On with audio Off	Suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually. This tool is also available in item notes and Global Notes. Audio: with the audio feature enabled, words in the suggested word menu will be read aloud when hovered over with the mouse cursor, selected, or typed. When punctuation is added to the end of a sentence, the sentence is read aloud.

Appendix D: The Oregon Accessibility Panel

The Oregon Accessibility Panel is a group of Oregon educators and partners in education that meet to consider accommodations recommendations submitted by the field for students taking Oregon Statewide Assessments. The Accessibility Panel is hosted and facilitated by the Oregon Department of Education (ODE) and has been an active component of Oregon's assessment system for many years.

For more information, please visit the [Student Assessment Communication page](#) (scroll down to Advisory Groups and click on the Accessibility menu).

Appendix E: Approval Process for a New Accessibility Support

New universal tools, designated supports, and accommodations approved for Oregon’s Statewide Assessments may be added in the future based on state experience and research findings. When teams or individuals feel that a strategy not present in the accessibility supports tables deserves further consideration, they are encouraged to complete a description of the support and submit it to ODE for the Accessibility Panel to review. The Accessibility Panel uses current research, state practice, federal and state policy (including, if applicable, OSAS guidance), and professional and technical expertise to guide their review.

For the ELA and Mathematics Statewide Assessments: The Panel will review suggested additional universal tools, designated supports, and accommodations (or changes to such), and determine whether or not to submit to the Smarter Balanced Consortium accessibility supports standing committee (which includes members from the Governing States), which is charged with reviewing proposed additions and/or changes to the accessibility supports. If the standing committee determines additions and/or changes are warranted, these will be brought to the Governing States of the consortium for review, input, and vote for approval.

For the Science, Extended, and ELPA Statewide Assessments, the Panel will review suggested additional universal tools, designated supports, and accommodations or changes to such and make a determination regarding inclusion in the appropriate accessibility supports table(s) of the OAM.

To recommend a new accessibility support for the Accessibility Panel to consider, fill out the [Recommendation for New Accessibility Supports Form](#) in its entirety and submit it to ODE. Contact and email address information is listed at the bottom of the form. This form can also be downloaded from the [Assessment Administration Resources webpage](#).

Appendix F: National Assessment of Educational Progress (NAEP)

The [National Assessment of Educational Progress](#) (NAEP) is the largest nationally representative and continuing assessment of what U.S. students know and can do. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, civics, U.S. history, and the arts. Under federal law, states and school districts that receive Title IA funds must participate in the state-level NAEP assessments of mathematics and reading at grades 4 and 8.

From January 25 – March 19, 2027, NAEP plans to administer a national pilot test in science at grade 8. NCES will not release the results of the pilot test but will use the results to inform future NAEP assessments.

Most sampled students will take NAEP using district- and school-managed devices and Internet. If a district or school indicates on the NAEP 2027 School Technology Survey that their devices do not meet the NAEP requirements, the NAEP assessment team will administer the pilot test on NAEP devices. Currently, NAEP does not administer assessments to students who participate only in distance learning.

The National Assessment Governing Board and the National Center for Education Statistics, not the Oregon Department of Education, establish testing procedures and training requirements for NAEP administration. This ensures that testing procedures are the same in every state to provide a common measure of student achievement. NAEP will send a team of trained Assessment Administrators to each school selected for NAEP. The team is responsible for providing all NAEP materials based on the planned administration mode, either school-device mode or NAEP-device mode.

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

ODE also provides optional online training for NAEP school coordinators. This training supports the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators must work with school staff members to update demographic data for selected students and to determine how students with disabilities and English Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English learners will be included in NAEP. According to National Assessment Governing Board policy, only English learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment,
AND
- Cannot access NAEP with allowable accommodations.

The tables below list the universal design elements and allowable accommodations for the NAEP 2027 grade 8 science pilot test. Please note that NAEP accommodations and NAEP universal design elements differ from the accommodations, universal tools, or designated supports for the other assessments described in this manual.

Please review the tables to determine how each selected student with disabilities and each selected English learner will access NAEP. If a universal design element or accommodation that a student regularly receives for classroom or state assessments is not listed, please contact [Beth LaDuca](#), NAEP State Coordinator, at 971-208-0091 to see if the universal design element or accommodation can be provided on NAEP. Please keep in mind that NAEP does not produce results for individual students or schools. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended to provide a picture of educational performance and progress at the state or national levels.

The [NAEP Questions Tool](#) provides teachers, students, and parents with sample questions from previous assessments. The [NAEP Survey Questionnaires](#) web page includes links to the NAEP surveys for students, teachers, and principals. Additional NAEP materials, including links to assessment frameworks and item specifications, are available from the ODE [NAEP](#) webpage.

The chart below is divided into multiple sections. The first section includes the universal design elements that will be available to all students. The second section includes NAEP accommodations for students with disabilities provided by the test delivery system, while the third section describes NAEP accommodations for students with disabilities provided outside the test delivery system. The fourth section lists assessment accommodations for English Learners provided by the test delivery system, and the fifth section includes the NAEP accommodations for English Learners provided outside the test delivery system.

1. Universal Design Elements (UDE) for All Students

UDE	NAEP Subject	Description
Closed captioning	Science	All voice-over narration is closed-captioned.
Color theming	Science	Option 1: black text on white background (default) Option 2: white text on black background Option 3: black text on beige background <i>Note: This tool is not available for the tutorial or some items.</i>
Directions explained / clarified	Science	Students can raise their hand at any time and ask the test administrator to clarify or explain directions.
Directions read aloud / text-to-speech (English)	Science	All directions in the assessment are text-to-speech enabled, including general directions, directions within the assessment, tutorial, help, and student questionnaire screens.
Elimination capability	Science	Students can gray out answer choices for multiple-choice items. <i>Note: This tool is not available for constructed-response items.</i>
Individual testing experience	Science	Read Aloud and other UDE and accommodations are provided through the device and will not distract other students in the room. • Students have earbuds to reduce distractions. • Students interact directly with the device. • Tested with other selected students. Refer to the accommodation “Preferential seating” to minimize distractions for testing with other students. Refer to the accommodation “Separate location/small group” if student requires testing in a small group or away from the regular session.
Read aloud / text-to-speech (English) – occasional or most or all	Science	Students select some or all text to be read aloud by the system using text-to-speech.
Scratch paper	Science	Administrators inform students that scratch paper (and pencil) is available upon request.
Scratchwork capability	Science	Allows freehand drawing on the screen for most content.
Text Highlighter	Science	Allows the highlighting of text on the screen for most content.
Text Notepad	Science	Allows text to be entered from the physical keyboard to record notes into a resizable window for each question.

UDE	NAEP Subject	Description
Use a computer / tablet to respond	Science	All students respond on devices.
Volume adjustment	Science	Students can raise or lower voice-over volume using the device's volume buttons.
Zooming	Science	Enlarges some content onscreen up to three times the default text/image size on the screen while preserving clarity, contrast, and color. <i>Note: Does not include the tutorial, toolbar, item tabs, scrollbars, or calculator</i>

2. Accommodations for Students with Disabilities Provided by the Test Delivery System

Accommodation	NAEP Subject	Description
Calculator version of the test	Science	A TI 4-function calculator is available within the test delivery system to complete the assessment and appears directly onscreen in the assessment.
Extended time	Science	Students are given up to three times the allotted time to complete the assessment at their own pace. <i>Note: If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i>
Hearing impaired version of the test	Science	All auditory content is closed-captioned.

3. Accommodations for Students with Disabilities Provided Outside Test Delivery System

Accommodation	NAEP Subject	Description
Breaks during testing	Science	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.

Accommodation	NAEP Subject	Description
Cueing to stay on task	Science	Provided by a school staff member. • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Directions only presented in sign language	Science	Provided by the school. A qualified sign language interpreter signs general directions, directions within the assessment, tutorial, help, and student questionnaire screens.
Familiar person present in testing room	Science	The school staff member who regularly works with the student must be present in the testing room during the assessment. <i>Note: Only trained NAEP staff may conduct the assessment session.</i>
Flexible scheduling	Science	Testing at a specific time of day (for example, rolling starts and time of day based on student schedules).
Medical supports	Science	Students may have access to medical supports for medical purposes. The medical support may include a cell phone and should only support the student during testing for medical reasons. • Permits access to diabetes testing supplies. • Permits use of hearing aides, including Bluetooth. • Access to nurse or medication.
Multiplication table/100 table	Science	Provided by the school. A paper-based multiplication table and/or a paper-based table listing numbers from 1-100.
Other (specify)	Science	Any accommodation not included in this table. Please contact Beth LaDuca, NAEP State Coordinator, 971-208-0091, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Science	Provided by the school. • Seating to reduce distractions within the regular testing session. • Some examples: front of the class, close to the test administrator, where there is access to special equipment, etc.
Read aloud to self or whisper phone	Science	Provided by the school. Whisper phone is an acoustic tool used as a testing accommodation to help students focus and improve reading fluency, comprehension, and word decoding by allowing them to hear themselves read aloud softly. If a whisper phone is not available, students may be allowed to read in a whisper to themselves.

Accommodation	NAEP Subject	Description
Requires snack or water during testing	Science	Provided by the school. Students are allowed to have a snack or water during testing to support medical needs.
Separate location/ small group	Science	Student is tested in a separate location to meet testing needs as appropriate. • Refer to the universal design element “Individual testing experience” and the accommodation “Preferential seating” to determine if a separate location is needed. • May be in the same room but in a specific location or a different room. • Can be individual or with a small group of students.
Special equipment	Science	Provided by the school. • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Uses template	Science	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

4. Accommodations for English Learners Provided by Test Delivery System

Accommodation	NAEP Subject	Description
Extended time	Science	Students are given up to three times the allotted time to complete the assessment at their own pace. <i>Note: If state test is untimed, students may or may not require extended time on NAEP. Most students are able to complete the NAEP cognitive sections in the time allotted.</i>

5. Accommodations for English Learners Provided Outside Test Delivery System

Accommodation	NAEP Subject	Description
Bilingual dictionary (in any language)	Science	Provided by the school. A handheld electronic or hardcopy bilingual dictionary in any language that contains English translations of words but does not contain definitions.

Accommodation	NAEP Subject	Description
Breaks during testing	Science	Students are allowed to take breaks as requested or at predetermined intervals during the assessment. Students can take the assessment in more than one sitting during a single day.
Cueing to stay on task	Science	Provided by a school staff member. • Monitor for understanding, monitor placement of responses • Redirect to stay on task, reminders to stay on task, prompts to stay on task • Provide verbal encouragement, reinforcement, refocus • Track test items.
Familiar person present in testing room	Science	The school staff member who regularly works with the student must be present in the testing room during the assessment. <i>Note: Only trained NAEP staff may conduct the assessment session.</i>
Flexible scheduling	Science	Testing at a specific time of day (for example, rolling starts and time of day based on student schedules).
Medical supports	Science	Students may have access to medical supports for medical purposes. The medical support may include a cell phone and should only support the student during testing for medical reasons. • Permits access to diabetes testing supplies. • Permits use of hearing aides, including Bluetooth. Access to nurse or medication.
Other (specify)	Science	Any accommodation not included in this table. Please contact Beth LaDuca , NAEP State Coordinator, 971-208-0091, to learn if an accommodation not in this table but regularly provided to a student can be provided on NAEP.
Preferential seating	Science	Provided by the school. • Seating to reduce distractions within the regular testing session. • Some examples: front of the class, close to the test administrator, where there is access to special equipment, etc.
Read aloud to self or whisper phone	Science	Provided by the school. Whisper phone is an acoustic tool used as a testing accommodation to help students focus and improve reading fluency, comprehension, and word decoding by allowing them to hear themselves read aloud softly. If a whisper phone is not available, students may be allowed to read in a whisper to themselves.
Requires snack or water during testing	Science	Provided by the school. Students are allowed to have a snack or water during testing to support medical needs.

Accommodation	NAEP Subject	Description
Separate location/ small group	Science	Student is tested in a separate location to meet testing needs as appropriate. • Refer to the universal design element “Individual testing experience” and the accommodation “Preferential seating” to determine if a separate location is needed. • May be in the same room but in a specific location or a different room. • Can be individual or with a small group of students.
Special equipment	Science	Provided by the school. • FM system, amplification equipment, auditory amplification device • Noise buffers, study carrel, blinder, special lighting, adaptive furniture • Stress ball or sensory fidget item
Uses template	Science	Provided by the school. Cutout, masking, color overlays, line reader, or place marker.

Appendix G: Manipulatives

Manipulatives are tactile tools used by students to provide a concrete representation of a mathematical idea. They:

- Provide concrete ways for students to understand abstract ideas,
- Help students learn new concepts and connect to prior knowledge,
- Assist students with solving problems,
- Help students see and explore mathematical relationships, and
- Provide developmentally appropriate hands-on experience.

Manipulatives are non-embedded designated supports. Only those shown here are allowable for use during testing. Using manipulatives not included in this list will result in a test impropriety and student test invalidation. Trays, containers, and bins are allowed for storage and sorting. Refer to [manipulatives](#) in Section 5.0 for more information.

Allowable Math Manipulatives

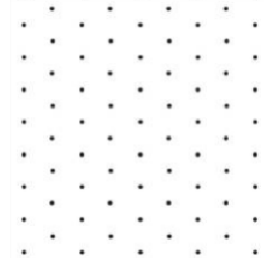
Algebra Tiles



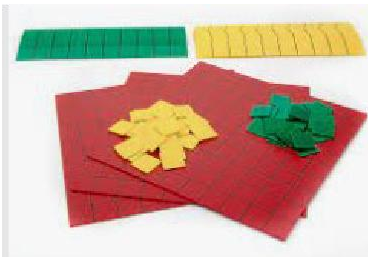
Colored Tiles



Dot Paper
(square or isometric)



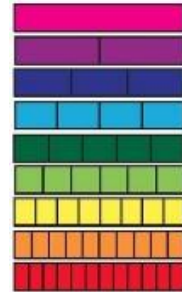
Base Ten Blocks or Pieces



Counters
(e.g., beans, blocks, craft sticks,
tiles, or similar)



Fraction Strips or Pieces
(unlabeled only)



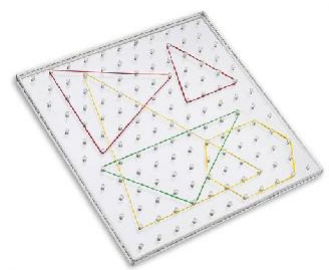
Colored Chips
(including those with positive
and negative sides)



Cuisenaire Rods



Geoboards and Bands



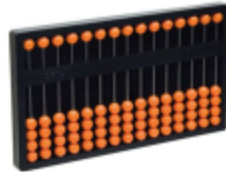
Geometric Shapes (2D and 3D)



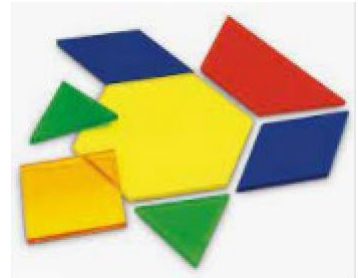
Interlocking Cubes
(e.g., Unifix, Omnifix)



Number Rack (Rekenrek)



Pattern Blocks



Patty Paper (small square sheets)



To request the use of a manipulative not included in this list, complete the *Recommendation for Accessibility Support* process in [Appendix E](#).

Appendix H: OSAS Accessibility Worksheets

OSAS Accessibility Worksheets are linked below and can be found on the [ODE Assessment Administration Resources webpage](#), under the *General Accessibility Resources* section.

Alternate English Language Proficiency Assessment (Alt ELPA)

[PDF Worksheet](#) | [Fillable PDF](#)

General English Language Arts (ELA) Assessment

[PDF Worksheet](#) | [Fillable PDF](#)

English Language Proficiency Assessment (ELPA) Screener

[PDF Worksheet](#) | [Fillable PDF](#)

English Language Proficiency Assessment (ELPA) Summative

[PDF Worksheet](#) | [Fillable PDF](#)

General Mathematics Assessment

[PDF Worksheet](#) | [Fillable PDF](#)

Oregon Extended (ORExt) Assessments

[PDF Worksheet](#) | [Fillable PDF](#)

General Science Assessment

[PDF Worksheet](#) | [Fillable PDF](#)

Student Educational Equity Development (SEED) Survey

[PDF Worksheet](#) | [Fillable PDF](#)

Change Log

Lists changes from the current and prior year.

Date	Description	Page(s)
8/01/26	Appendix D was shortened.	62
8/01/26	Supports: Updated scratch paper to indicate that graph paper must be blank, like other scratch paper. Updated information on default font size. Added Gray on Green for Color Choices.	22, 34, 35, 45, 51
8/01/26	Added ITAP references to language in Section 1 regarding testing supports.	6-8
8/01/2026	Patty Paper (small square sheets) added to list of Allowable manipulatives for Mathematics, Science, and ORExt and removed from the list of Additional allowable manipulatives for ORExt only. Added to the list with an image in Appendix G: Manipulatives.	29, 73
8/01/2026	Updated Simplified test directions description to match test directions as found in the Test Administration Manual.	37
8/01/2026	Additional clarification in Appendix A regarding allowable TA assistance on ELPA tests.	46
8/01/2026	Streamlined and condensed text; formatting changes.	Throughout
10/01/2025	Vendor created resources added to Translations (glossaries) designated support.	46
10/01/2025	Note on availability of braille files added to Braille (embedded) accommodation.	20
08/01/2025	Added language to section 1.0 Introduction that encourages districts to provide students the opportunity to practice using accessibility supports prior to summative test administration.	4
08/01/2025	Removed embedded universal tool Amplification from the OAM. Neither the general nor extended test delivery system includes volume controls for embedded audio. Students may use physical volume buttons on their devices to control embedded test audio.	10, 18
08/01/2025	Added universal tool dyslexia-friendly font to the OAM.	10, 25

Date	Description	Page(s)
08/01/2025	Navigation language is now available for Mathematics, Science, and SEED Survey in addition to previous availability on Alt ELPA, ELA, ELPA Screener, and ELPA Summative.	11, 34, 58
08/01/2025	100s number table is now allowable on Mathematics as a designated support. A braille version is now available.	13, 16, 17
08/01/2025	Designated support communication device has been renamed communication system . The description and recommendations for use have also been updated to clarify allowable use on tests.	13, 24
08/01/2025	Multiplication table is now allowable on Mathematics as a designated support. A braille version is now available.	13, 16, 34
08/01/2025	Additional details were added to the description of abacus to clarify allowable tools.	17
08/01/2025	Additional details were added to the description of amplification devices to clarify how students can adjust the volume of embedded audio.	18
08/01/2025	Additional details were added to the description of dictation (speech-to-text) about minimizing disruption in the testing environment.	25
08/01/2025	Added new language, Arabic, now available on the SEED Survey.	29, 45, 46, 60
08/01/2025	System options for Line reader have been updated from [On/Off] to [On without masking/ On with masking/ Off].	30, 57
08/01/2025	Additional details were added to the description of manipulatives to clarify what is allowable as a number rack.	31
08/01/2025	Additional details were added to the description of scratch paper to clarify what should be provided and what type of paper is appropriate.	37
08/01/2025	Additional details were added to the description of scribe to clarify that students may dictate with an AAC or AT device.	38
08/01/2025	Additional details were added to the description of speech-to-text (STT) software about minimizing disruption in the testing environment.	41

Date	Description	Page(s)
08/01/2025	Additional details were added to the description of verbal description of graphics for the Alt ELPA to clarify where descriptions are provided and how they must be read.	47
08/01/2025	System options for Audio playback speed were removed. This setting may not be turned off in the TA interface.	19, 55
08/01/2025	System options for Dynamic color choices were removed. TAs will no longer be able to turn off Color choices in the TA interface.	24, 56
1/14/2025	Updated system options for embedded accommodation Word Prediction from [On/Off] to [On without audio/On with audio/Off]. Updated description to include audio preview details.	47, 66

Below, you will find the proposed changes to the Oregon Department of Education’s rule(s) relating to Administration of State Assessments. Proposed new text uses the Strong style, and the proposed text to remove is bracketed and uses the Emphasis style. To view attachments referenced in rule text, click here for PDF copy.

Current rule link: Oregon Administrative Rule ([OAR](#)) [581-022-2100](#)

Rule number: 581-022-2100

Rule title: Administration of State Assessments

Rule text:

(1) Definitions. As used in this rule:

(a) “Accommodations” means changes in procedures or materials that increase equitable access during assessment and generate valid assessment results for students who need them, allowing these students to show what they know and can do. Accommodations are available only to students with a documented Individualized Education Program (IEP) or Section 504 (Plan).

(b) “Designated supports” means access features of the assessment available for use by any student for whom the need has been indicated by an educator, or a team of educators with parent/guardian and student.

(c) “District test coordinator” (DTC) means district personnel who ensure secure administration of components of the Oregon Statewide Assessment System as defined by Oregon Revised Statute, Administrative Rules, and the Test Administration Manual, including but not limited to supervising the work of the school test coordinators and test administrators.

(d) “Force majeure” means an extraordinary circumstance (e.g., power outage or network disturbance lasting at least one full school day) or act of nature (e.g., flooding, earthquake, volcanic eruption) which directly prevents a school district from making reasonable attempts to adhere to the Test Schedule.

(e) “Impropriety” means the administration of components of the Oregon Statewide Assessment System in a manner not in compliance with the Test Administration Manual, Oregon Revised Statute, or this rule.

(f) “Invalidation” means the act of omitting information (e.g. test results and student responses) from ODE systems, including but not limited to testing, reporting, and accountability, for a given event. The student may not retest or reenter information.

(g) “Irregularity” means an unusual circumstance that impacts a group of students who are testing and may potentially affect student performance on the assessment or interpretation of the students’ scores. A force majeure is an example of a severe irregularity.

(h) “Modification” means practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment.

(i)(A) “Oregon Statewide Assessment System” means:

(B) Statewide assessment components, including formative resources, interim tests, summative tests (general and alternate versions), and surveys, in:

(i) Science;

(ii) Mathematics;

(iii) English Language Arts (ELA);

(iv) English Language Proficiency (ELP);

(v) The Student Educational Equity Development (SEED) Survey as required by ORS 329.078; and

(vi) The information gathering process at kindergarten as required in OAR 581-022-2130.

(j) “Reset” means the removal of student responses for a given assessment event. The student may retest or reenter information.

(k) “School building” means facilities owned, leased, or rented by a school district, educational service district, public charter school, private school, or private alternative program.

(l) “School district” means:

(A) A school district as defined in ORS 332.002;

(B) The Oregon School for the Deaf;

(C) The Juvenile Detention Education Program as defined in ORS 326.695;

(D) The Youth Corrections Education Program as defined in ORS 326.695;

(E) The Long Term Care Program as defined in ORS 343.961; and

(F) The Hospital Education Programs as defined in ORS 343.261.

(m) “School test coordinator” (STC) means school personnel who provide comprehensive training to test administrators and monitor the testing process.

(n) “Test Administration Manual”, “Oregon Accessibility Manual”, and “SEED Survey Administration Manual” refer to manuals published annually by ODE that include descriptions of the specific policies and procedures that school districts are required to follow when administering components of the Oregon Statewide Assessment System. References to these manuals refer to the edition *[published on August 1, 2025 and]* approved by the State Board of Education on *[March 19]* **September 17, 2026, and published on October 1, 2026.**

(o) “Test administrator” (TA) means an individual trained to administer the Oregon Statewide Assessments in accordance with the Test Administration Manual.

(p) “Test Schedule” means the Test Schedule published annually by ODE that includes the windows in which school districts must offer their students components of the Oregon Statewide Assessment System.

(q) “Universal Tools” means access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.

(2)(a) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all students enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district.

(b) School districts, as defined in ORS 332.002, must enforce the assessment policies described in this rule for all resident students enrolled in a private alternative education program, regardless of whether the private alternative education program is located within the boundaries of the school district.

(c) The Oregon School for the Deaf must enforce the assessment policies described in this rule for all students enrolled in that school.

(d) The Juvenile Detention Education Program and the Youth Corrections Education Program must enforce the assessment policies described in this rule for all students enrolled in that program.

(e) The Long Term Care Program and the Hospital Education Programs must enforce the assessment policies described in this rule for all students enrolled in that program.

(f) School districts may delegate responsibility for enforcing the assessment policies described in this rule to another school district or education service district under the conditions specified in the Test Administration Manual.

(3) School districts must administer components of the Oregon Statewide Assessment System in accordance with the Test Administration Manual, SEED Survey Administration Manual, and Test Schedule published by ODE. The results of these assessments are used to satisfy the requirements specified in OAR 581-022-2270, OAR 581-022-2250, and ORS 329.078 and as a method to evaluate compliance with OAR 581-022-2030.

(4)(a) Components of the Oregon Statewide Assessment System must be administered in an environment that satisfies conditions defined in the manuals, rules, and statutes pertaining to that assessment.

(b) School districts must provide only those subject-specific accommodations, designated supports, and universal tools listed in the Oregon Accessibility Manual and must provide these supports in a manner consistent with the policies contained in the Test Administration Manual and Oregon Accessibility Manual.

(5) School districts must decide whether to provide accommodations during administration of components of the Oregon Statewide Assessment System on an individual student basis, and separately for each content area assessed, using the following criteria:

(a) For students with an Individualized Education Program (IEP) or Section 504 Plan, school districts must implement the assessment decision made by a student's IEP or 504 team and documented in the IEP or 504 Plan;

(b) School districts may only administer modifications to students with an IEP or 504 Plan and only in accordance with the assessment decision made by the student's IEP or 504 team and documented in the IEP or 504 Plan. Before administering an assessment using a modification, a student's IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

(6) Failure by a school district to comply with section (4) of this rule constitutes an impropriety as defined in section (1)(e) of this rule. DTCs must report all potential improprieties or irregularities to ODE within one business day of learning of the potential impropriety or irregularity in accordance with the reporting procedures contained in the Test Administration Manual.

(7) School districts must abide by ODE decisions regarding student assessment records, whether due to a test impropriety or any other circumstance bearing upon the validity of assessment results.

(8) School districts may only assess students using the alternate version of a statewide summative test if the student has an IEP indicating that the student requires alternate assessment.

(9) School districts must administer the state-adopted ELP summative test annually to all students eligible for English language development (ELD) services under the Elementary and Secondary Education Act (ESEA), regardless of whether an eligible student actually receives ELD services.

(10) Per federal requirements, administering institutions must administer a state-adopted ELP screener upon enrollment to students who would potentially meet the federal definition of an English Language Learner.

(11) The information gathering process at kindergarten is governed by OAR 581-022-2130.

[ED. NOTE: To view attachments referenced in rule text, click here for PDF copy.]

Statutory/Other Authority: ORS 326.051, ORS 329.075 & ORS 329.078

Statutes/Other Implemented: ORS 329.075, ORS 329.485 & ORS 329.078

History:

[ODE 8-2026, amend filed 03/19/2026, effective 03/20/2026](#)

[ODE 52-2025, temporary amend filed 09/18/2025, effective 10/01/2025 through 03/29/2026](#)

[ODE 29-2025, amend filed 06/16/2025, effective 06/16/2025](#)

Renumbered from 581-022-0610 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 26-2015, f. & cert. ef. 12-21-15

ODE 34-2014, f. & cert. ef. 6-24-14

ODE 7-2011, f. & cert. ef. 7-1-11

ODE 7-2010, f. & cert. ef. 5-27-10

ODE 12-2009, f. & cert. ef. 12-10-09

ODE 30-2008, f. 12-16-08, cert. ef. 12-19-08

ODE 16-2002, f. & cert. ef. 6-10-02

ODE 6-2002(Temp), f. & cert. ef. 2-15-02 thru 6-30-02

Reverted to 1EB 2-1985, f. 1-4-85, ef. 1-7-85

EB 14-1990(Temp), f. & cert. ef. 3-5-90

1EB 2-1985, f. 1-4-85, ef. 1-7-85



Manuals for Administration of State Assessments: OAR 581-022-2100

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Dr. Andrea Lockard, Dr. Audrey Lingley, Ben Wolcott
Research, Assessment, Data, Accountability, and Reporting (RADAR)
ORCA: September 3, 2026
State Board of Education: September 17, 2026

Refresher and Overview

OAR 581-022-2100 governs administration of statewide assessments.

The rule lists:

- Tests that districts must administer.
 - The rule defines who counts as a “district”.
- Some (but not all) required conditions of administration.
 - The rule provides some information on exceptions or special circumstances and what actions ODE might take in these cases.
- Crucial for today’s topic: OAR 581-022-2100 specifically names **three manuals that govern assessment administration.**

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How are manuals updated?

The three manuals mentioned in the rule are:

- The [Test Administration Manual](#) (TAM)
- The [Oregon Accessibility Manual](#) (OAM)
- The [SEED Survey Administration Manual](#) (SAM)

ODE makes numerous updates and revisions to these manuals each year. The slide notes include general examples. Change logs from each manual were also compiled and provided in the presentation package.

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Updates can come from user and reviewer feedback (such as educators, Educational Service District partners, vendors), ODE staff review, or changes to state and federal law. They increase manual readability and clarity, so that districts know exactly what they should or must do.

Student impact

Q: How and why does re-approving OAR 581-022-2100 matter for students?

A: Manuals tell districts what they must and should do during test administration.

One district employee, called the District Test Coordinator, ensures that relevant district personnel, particularly Test Administrators (who directly administer the tests) know and follow the requirements.

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The requirements exist to ensure secure, appropriate testing. For example, following the requirements means providing students with needed accessibility supports.

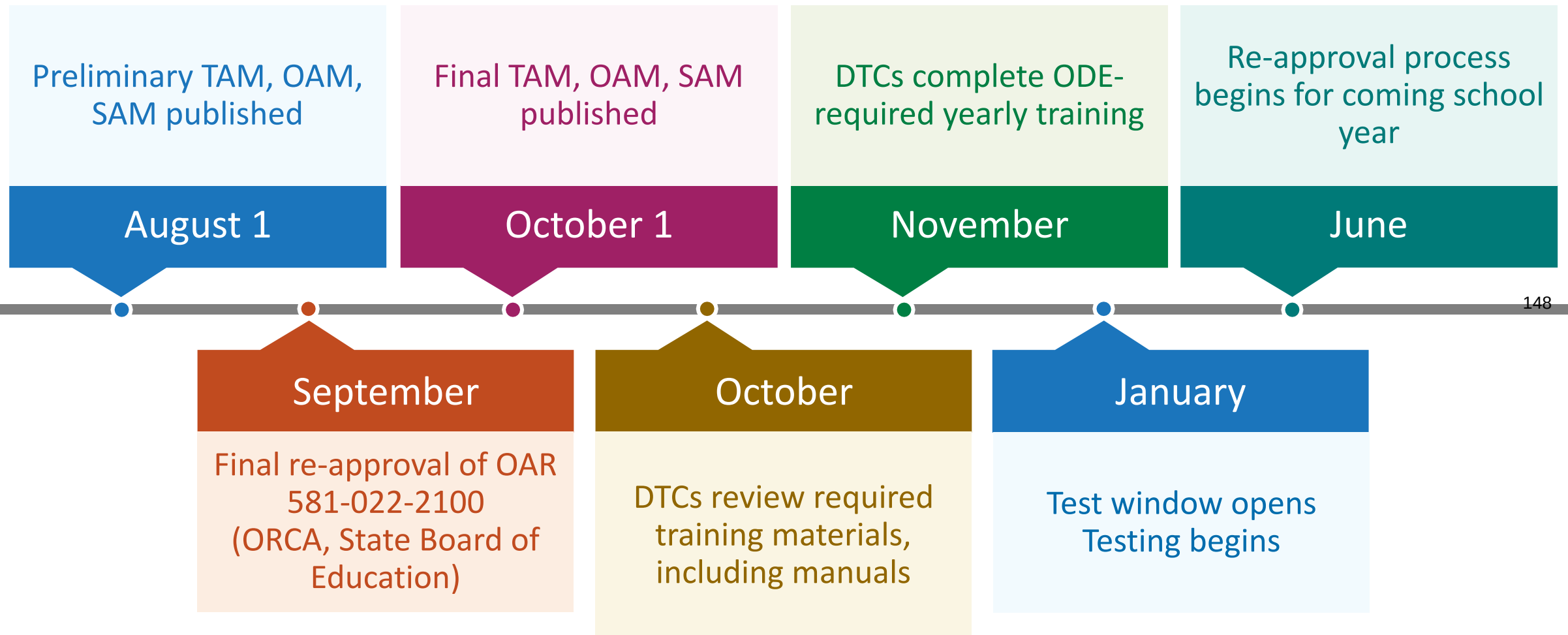
Manual update timeline

- ODE's Assessment Team records feedback from districts, ESDs, and community members about the contents of the three manuals throughout the year.
- Assessment Team also confers internally to identify areas for revision.
- A Preliminary TAM, OAM, and SAM are published every year on or prior to **August 1**.
- A Final TAM, OAM, and SAM are published every year on or prior to **October 1**.
- District Test Coordinators have until roughly the **first weekday in November** to review these *required* training materials.
- District Test Coordinators must complete required ODE-required training in November so that they can train their test administration staff and make other associated preparations in time for the opening of the yearly test window in **early January**.

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These timelines are largely *non-negotiable*.

Manuals update timeline (visual)



What is changing?

OAR 581-022-2100: References to these manuals refer to the edition *[published on August 1, 2025 and]* approved by the State Board of Education on *[March 19]* **September 17, 2026, and published on October 1, 2026.**

Manuals: A list of changes for each manual was provided with the presentation materials.

We welcome your feedback on rule text or manual text.

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We'll see you again soon

- We'll return in the spring to begin this process for the 2027-28 school year.

Thank you for your time!

(If needed) Why this topic?

Q: This seems like a very minor change. Why bring it before the State Board?

A: OAR 581-022-2100 provides enforceability for the requirements detailed in three test and survey administration manuals. These three manuals are updated every year. We need annual *re-approval* of OAR 581-022-2100 by the State Board of Education to ensure that the updated requirements inherit the enforceability enjoyed by their predecessors.

If we don't do this, then only the text of the manuals published at the time of the most recent approval of OAR 581-022-2100 will be enforceable.

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Summary

Meeting Date: 9/17/2026

Title: Annual Assessment Manual Renewal

Status: First Reading

Presentation: Yes

Key Staff: Andrea Lockard, Audrey Lingley, Ben Wolcott

Topic Summary: Each year, ODE updates important manuals that spell out requirements for test administration. OAR 581-022-2100 lists which manuals those are and specifies that districts must abide by the requirements in those manuals. ODE asks the State Board of Education to renew its approval of OAR 581-022-2100 and updated manual text yearly so that the most recent editions of the testing manuals have the needed regulatory force.

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

- 1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

Students in Oregon public schools participate yearly in summative tests and a state-created survey. These assessments are required by both federal and state law. ODE is responsible for publishing certain test administration manuals that help implement these assessments and ensure secure, appropriate testing. One district employee, called the District Test Coordinator, uses these manuals to ensure that relevant district personnel, particularly Test Administrators, can successfully administer these tests. Furthermore, assessment tells us what students know and can do. This information is vital for allocating resources and improving systems.

- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

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OAR 581-022-2100 names three manuals by which districts must abide: the Test Administration Manual (TAM), the Oregon Accessibility Manual (OAM), and the SEED Survey Administration Manual (SAM). These manuals are reviewed top to bottom and updated each year.

3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?

This item is brought before the State Board each year.

4. Why is this item coming before the Board now?

ODE is updating the TAM, OAM, and SAM for the coming school year. Reapproving OAR 581-022-2100 will grant enforceability to the most current versions (which outline the most current requirements).

5. Who requested or brought about the need for this item? (Select all that apply.)

- ☒ ODE Staff
- ☐ Students
- ☐ Families
- ☐ Community-Based Organizations
- ☐ Culturally Specific Organizations
- ☐ School Districts
- ☐ Education Service Districts
- ☐ Charter Schools
- ☐ Oregon State Legislature
- ☐ Educational Associations
- ☐ Racial Justice Council
- ☐ Federal Government
- ☐ One or more of Oregon's nine federally recognized tribes: _____
- ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

Oregon State Board of Education Docket



ODE staff review the TAM, OAM, and SAM to ensure alignment with state and federal law. ODE staff also incorporate feedback from external partners (such as district staff responsible for using these manuals).

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with Oregon's nine federally recognized tribes? (For more information, please reference ODE's [Tribal Consultation Toolkit](#).)**

- ☒ No
- ☐ Yes – Both Consultation and Communication.
- ☐ Yes – Only Communication.

8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**

- ☒ N/A; this item does not intersect with other state entities.
- ☐ Oregon Health Authority (OHA)
- ☐ Department of Early Learning and Care (DEL; formerly ELD)
- ☐ Educator Advancement Council (EAC)
- ☐ Higher Education Coordinating Commission (HECC)
- ☐ Youth Development Oregon (YDO)
- ☐ Teacher Standards and Practices Commission (TSPC)
- ☐ Oregon Housing and Community Services (OHCS)
- ☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**

- ☐ Northeast Oregon
- ☐ Central and Southeast Oregon
- ☐ Southwest Oregon
- ☐ Willamette Valley and Central Coast
- ☐ Northwest Oregon
- ☐ Tribal lands
- ☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

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N/A

- 10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?**

ODE collects feedback from district partners throughout the year and as appropriate and feasible incorporates it into the next available manual revision. ODE also collects feedback from ESD partners, who serve as school districts' first contact for questions about the administration of assessments. ESD partners review the manuals before the preliminary versions of the manuals are published in early August.

- 11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.**

We are asking the Board to approve an update to OAR 581-022-2100 that specifies districts must follow the most current versions of the aforementioned assessment manuals (publication dates listed in the rule text). We are also asking the Board to approve the updated text of the manuals themselves, as being enforced through the rule essentially makes manual language an extension of rule language. ODE will continue to review these manuals, accept feedback from partners, and consider updates for subsequent school years.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

- 12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?**

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

- 13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.**

No

- 14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

No

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

Every student in Oregon will at some point participate in the statewide assessment system. Assessment data are used to make decisions that impact students across the state. Board reapproval of OAR 581-022-2100 and updated manual language is one step towards ensuring that districts engage in appropriate, effective assessment administration practices, which in turn ensures state assessment yields the most reliable data. ODE annually reviews these manuals and ensures that they support secure and appropriate testing for all students, including those that require certain accessibility supports.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

The manuals in question tell district employees and volunteers what practices to follow when administering statewide assessments. Board action will ensure that district personnel have what they need to administer required statewide assessments and support their students during testing.

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

Updating assessment manuals annually is a crucial step towards ensuring a successful assessment year.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

Inaction on this item would mean districts are required to follow the previous year's testing manuals rather than this year's. This would cause significant confusion, as districts expect updated manuals each year that include changes to the testing system and clarify points of confusion from previous years.

RECOMMENDED ACTION

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The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

- 19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

The language of OAR 581-022-2100 has been updated to include the publication dates of the manuals endorsed by the rule. A copy of the updated manuals, as well as a summary of updated manual language, has been provided to the Board.

- 20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board's Mission, Vision, and Values](#)?**

Manual updates incorporate ongoing feedback from users throughout the system.

- 21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.**

We recommend the State Board reapprove OAR 581-022-2100 and updated versions of the Test Administration Manual, Oregon Accessibility Manual, and SEED Survey Administration Manual.

- 22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

- ☐ N/A; this item does not require any additional support.
- ☒ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☐ Direct or differentiated support for small, rural, or remote school districts
- ☒ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies
- ☒ Guidance and/or supplemental resources
- ☐ Other: _____

- 23. Has this item changed since the last Board meeting?**

- ☐ N/A; this item has not previously been before the Board
- ☐ No; same as last month
- ☒ Yes; please review Appendix A: Second Reading below.

APPENDIX A: SECOND READING

Appendix A should only be completed if “yes” is selected for question 23. Using plain language, this section should provide a summary of any additional engagements, learnings, or changes that have occurred since the First Reading of this item.

- 1. Please describe any additional engagement opportunities your office/team has pursued since the First Reading of this item. Which perspectives were intentionally included?**

During the months of August and September, we consider feedback from anyone who reads the Preliminary versions of the TAM, OAM, and SAM. This can include external partners, such as Regional ESD Partners and educators across Oregon, or it can include internal partners such as Assessment Team members.

- 2. Has your office/team received any additional public comment on this item? If so, who provided that comment and what feedback did they provide?**

No public comment was provided through the ORCA or State Board of Education public comment mechanisms. We did receive minor feedback through direct contact with Assessment Team members.

- 3. Please describe any overall learnings that have occurred since the First Reading of this item. How were differences in opinion accounted for?**

There have been no major or minor shifts in opinion regarding this item.

- 4. Please provide a brief summary of the changes your office/team have made to this item since the First Reading. How are these changes responsive to identified needs and/or feedback received through the engagement process?**

There have been no changes to the rule language and very few changes to the manuals. These changes are largely clarifications or minor error correction (such as typos).

APPENDIX B: GRANT CONSOLIDATION

Appendix B should only be completed if “yes” is selected for question 12. Using plain language, this section should provide additional detail on how grant rules have been aligned and designed to support districts and meet administrative needs.

- 1. Please indicate which of the following underlying processes are required for this grant program.**

- ☐ Conduct a needs assessment
- ☐ Gather and provide additional data

Oregon State Board of Education Docket

- ☐ Submit an application to ODE
- ☐ Submit a report to ODE
- ☐ Submit a plan to ODE
- ☐ Submit a budget to ODE
- ☐ Conduct community engagement
- ☐ Other: _____

- 2. How has your team/office worked to encourage more equitable resource allocation and address administrative impacts, particularly for small or rural school districts? How has this grant been aligned with existing grant programs?**

Please enter your answer here

- 3. How are the grant requirements differentiated for small and rural school districts?**

Please enter your answer here

Student Educational Equity Development (SEED) Survey Administration Manual

2026-27 School Year





It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, sexual orientation, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction with the Oregon Department of Education.

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Contact ode.assessmentteam@ode.oregon.gov to signal errors or omissions in this
SEED Survey Administration Manual.

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1.0 Introduction

The Student Educational Equity Development (SEED) Survey gathers information about the educational experiences of students in Oregon. This information helps the Oregon Department of Education (ODE), districts, and schools identify students' needs, potential inequities experienced by students, and potential levers for addressing those inequities to improve student outcomes. The SEED Survey is part of the Oregon Statewide Assessment System (OSAS).

The SEED Survey is a self-report questionnaire that is administered to students statewide, in grades 3-11. The survey covers three overarching categories of educational experiences:

- Access to resources
- Connection to school
- Academic opportunities

Within each category, it delves into specific domains. For example, within the category of academic opportunities there are items that ask about students' exposure to a 'well-rounded education' and their 'opportunities to learn,' among others. The domains included on the SEED survey vary by grade level. A [full list of survey items](#) is available online.

The survey is available in multiple languages. The same accessibility supports are available for the SEED survey as on statewide summative tests.

In compliance with [ORS 329.078](#), districts must make the SEED Survey available to all students in grades 3-11 who are enrolled in Oregon public schools or programs. Beginning 2025-2026, pursuant to [OAR 581-022-2100](#), school districts must make the SEED Survey available in compliance with the **requirements** outlined in this SEED Survey Administration Manual.

1.1 Guiding Principles

Additional versions of this manual may be released in following years, addressing technical and implementation questions and needs as they arise. These are the overarching guiding principles for SEED under which future direction and decisions will be made.

Student voice. Every reasonable effort should be made to ensure that students have sufficient time to express their thoughts and fully respond to each item.

Student autonomy. Students should freely consent to participate in the survey and may be excused from the survey without penalty if they (or their parent/guardian) do not wish to participate. Students may furthermore choose to skip any individual survey item, at any time, for any reason. When a student's consent to participate in the survey is unclear, ODE recommends that schools and districts use their judgment but err on the side of excusing students from participation.

Student safety. The SEED Survey includes two to three open-ended items in grades 6-11 that offer students an opportunity to describe their schooling experiences. Sometimes, what a student writes will get flagged as a crisis alert by ODE's survey delivery vendor (Cambium or CAI). When a

response is flagged as a potential crisis, district staff, such as the District Testing Coordinator (DTC) and Response Alert Viewer (RAV), will be notified by Cambium’s Hotline Direct application so that the district staff member(s) may act accordingly in collaboration with staff who know the student best to protect the student(s) if needed and in alignment with local policy. This process is described in detail in Section 2.6 of the [Test Administration Manual](#). ODE published the guide [Resources and Best Practices for Responding to Crisis Alerts](#) to support district responses. More information about how school districts are notified about crisis alerts can be found in Cambium’s [Hotline Direct User Guide](#).

Student privacy. Students should have a secure and private environment in which to respond to survey items, free from observation. Schools and districts should not attempt to capture individual student responses or identify individual students based on aggregated and suppressed response data.

A note on the guiding principles of student safety and privacy: The SEED Survey prompts students to reflect on their school experience. A student’s response to one of the open-ended questions on the grades 6-11 SEED Survey may include descriptions of harm occurring at school. The Cambium crisis alert filter for the SEED Survey flags descriptions of *harm to self*, *harm to others*, and *harm from others*.¹ Once the response is flagged as a crisis alert, the student’s confidentiality is broken to the degree that their response is shared at the district and school level. It therefore is essential to prioritize student privacy as much as possible when district and school staff respond to the crisis alert. For example, district and school staff should follow ODE’s “[Supporting Gender Expansive Students: Guidance for Schools](#)” when a student’s gender identity and/or sexual orientation is disclosed in the response. The [Family Education Rights and Privacy Act](#) (FERPA) is another resource for districts to refer to when making decisions about student privacy.

1.2 Requirements for Oregon Districts

[ORS 329.078](#), adopted during the 2023 Oregon Legislative session, enacted specific requirements for school districts related to the SEED Survey. The revision of [OAR 581-022-2100](#), adopted by the State Board of Education, further clarifies the specific **requirements** for survey administration. Districts must make the survey available following the requirements outlined in this section. Per [ORS 338.115 \(1\)](#), Charter schools in Oregon are encouraged to make the survey available to students in grades 3-11, but they are not required to.

Requirement: Districts must make the SEED Survey available to students.

The SEED Survey must be made available to all students in grades 3 through 11. The Alternate SEED (Alt-SEED) Survey must be made available for all students who participate in Oregon’s Extended Assessments in grades 3 through 11. The Alt-SEED is completed by an educator who knows the students best. All students in surveyed grade levels, irrespective of English learner status, disability status, and any other focal group members, must be afforded the opportunity to participate in

¹ Only responses submitted in English are screened for potential crisis alerts.

either the SEED or Alt-SEED survey if they are enrolled during the survey window.

Districts must provide sufficient time during the school day for students to complete the SEED Survey. ODE estimates that the average survey completion time for a student is 20 minutes. Administration of the SEED Survey is included in instructional time, as it is part of the Oregon Statewide Assessment System. Do not schedule whole-class survey administration sessions concurrently with periods of significant instruction and graded student work. Sufficient instruction- and classwork-free time – at minimum, 20 minutes - should be set aside each year to provide every student with a reasonable opportunity to complete the SEED Survey. It is permissible to provide additional opportunities outside of school time for students to complete the SEED Survey, whether for student preference or to make up for a missed administration opportunity.

Note: The decision about how the district or school chooses to provide additional opportunities to complete the survey should be made in cooperation with the district and school-level staff who are involved with SEED Survey administration. If the district administered the survey using the Assignment method, students can log in to their survey using any browser at any time up until the survey is submitted or the district’s administration window closes. If the district administered the survey in person or remote via the Secure Browser, the district will need to arrange time for students who wish to complete the survey to re-access their survey via the Secure Browser or provide an Assignment URL for the student to be able to log in to their survey on their own time.

Consider providing multiple opportunities within the administration window for students to complete the SEED Survey.

Note: During previous SEED Survey administration years, some school districts reported using a process that required students and/or their families to indicate that they wanted to participate in the survey before the survey was made available. Requiring students to “opt-in” to the SEED Survey as a pre-requisite for accessing the survey is not consistent with the requirements of [OAR 581-022-2100](#) and therefore is not an allowable method of making the SEED Survey available. Posting a link on a school or district website without allowing at least 20 minutes during the school day for a student to participate in the survey is also not an allowable method of making the survey available.

Districts may administer the SEED and Alt-SEED Survey using any of the administration options outlined in the *Planning for SEED Survey Administration* section of this manual.

Requirement: Districts must provide notice of the survey to the parents or guardians of the students to whom the survey will be administered.

The district must provide notice at least five days prior to administering the SEED Survey.

ODE has developed an annual notice, which is available on the [Student Educational Equity Development Survey webpage](#) under the *SEED Survey Administration Resources* section. This notice:

- Describes the purpose and uses of the SEED Survey,
- clarifies when student responses are confidential and when they are not,
- identifies the time frame when the survey will most likely be administered, and
- explains a parent or guardian's right to decline participation of their student in the SEED Survey.

Districts may communicate with parents and guardians using existing communication protocols, including but not limited to fall registration materials, parent conferences, digital media, or letters sent home. Districts are not required to use the ODE-developed notice, but their communications must include the elements listed above. The ODE-developed notices are available in the following languages:

- | | |
|-------------------------|-------------|
| • English | • Tagalog |
| • Spanish | • Japanese |
| • Chinese (Traditional) | • Korean |
| • Chinese (Simplified) | • Arabic |
| • Vietnamese | • Chuukese |
| • Russian | • Somali |
| • German | • Ukrainian |
| • French | |

Requirement: Districts must provide an opportunity for parents or guardians to review the survey before it is administered.

The district must provide this opportunity at least five days prior to administering the SEED Survey to any student. All grades and currently available languages of the SEED and Alt-SEED Survey are available for review on ODE's [Student Educational Equity Development Survey webpage](#) under the *SEED Survey Development and Items* section. The ODE-developed notice includes a hyperlink as well as a QR code to the SEED Survey webpage for parents or guardians to review the surveys.

Requirement: Parents or guardians must be allowed to decline, either verbally or in writing, to have their student participate in the SEED Survey.

ODE has developed a "notice and participation form," available on the [Student Educational Equity Development Survey webpage](#) under the "SEED Survey Administration Resources" section, that districts may use to facilitate a parent or guardian's right to decline participation in the SEED Survey. Districts are not required to use the ODE-developed form, but a district-developed form must match the language of the ODE-developed form. Parents or guardians may decline participation, in writing or verbally, until June 17, 2027. In the case where a student starts or

completes a SEED Survey for which the parent has declined participation, the District Test Coordinator will submit a testing impropriety, as outlined in sections 3.1, 3.5, and 3.6 of the [Test Administration Manual](#), to delete the survey record.

Note: The last date to submit a request to invalidate a survey is June 17, 2027. After June 17, 2027, ODE will not change the participation status of submitted SEED Surveys.

ODE recommends that schools and districts utilize the “uploading student test restrictions” process, as outlined in the [TIDE User Guide](#), when a parent or guardian declines participation. Blocking these students from accessing the SEED Survey will prevent any survey administration against the parent or guardian’s wishes.

For the Alt-SEED: In the OR.K12Test.com system, users can access a dropdown menu in Student Details > Rostering, that has checkboxes for blocking tests in each of the content areas ELA, Math, Science, ORora, and Alt-SEED. The system will record these blocks alongside the student record. The Testing App and Training Site Data Entry systems will update to block fields based on which categories have been blocked for a particular student.

Requirement: Students may decline, at any time and either verbally or in writing, to participate in the SEED Survey.

There are many ways for students to decline to participate in the SEED Survey. Once a student logs into the survey, they will be asked if they want to take the survey. The student may agree to participate and continue to take the survey, or they may decline to participate and be taken directly to the submit page where they will submit a blank survey.

A student may also decline to participate in the SEED Survey prior to logging into the survey system, either verbally or in writing. Districts cannot compel students to log into the system and decline in the manner outlined above. Districts may use the “uploading student restrictions” process to track student requests to decline participation.

Students may also skip, or decline to answer, any or all individual survey questions.

Note: While districts are not required to track and report the number of parents/guardians and students who decline to participate, ODE recommends that districts document this information in TIDE’s “uploading student restrictions” feature as part of demonstrating that the SEED Survey was made available to all eligible students.

2.0 Training Requirements

Survey administrator training requirements depend on the method of survey administration. Test security training is not required to administer the SEED Survey.

Survey Delivery Format: Assignment

Training Requirements:

- Review [SEED Survey Administration Manual](#)
- Complete [ODE Training Module 8](#)

Survey Delivery Format: Secure Browser

Training Requirements:

- Review SEED Survey Administration Manual
- Complete ODE Training Module 8
- Complete training requirements as outlined in the [Test Administration Manual](#) (TAM) section 1.4

Survey Delivery Format: Remote Test Session

Training Requirements:

- Review SEED Survey Administration Manual
- Complete ODE Training Module 8
- Complete ODE Training Module 10
- Complete [Remote Test Administration Certification](#) course
- Complete training requirements as outlined in the [Test Administration Manual](#) (TAM) section 1.4

Survey Delivery Format: Alternate SEED Survey

Training Requirements:

- Review SEED Survey Administration Manual
- Complete QA training requirements as outlined in the [Test Administration Manual](#) (TAM) section 1.4 (Note: If the educator who is not familiar with the student's educational experience is not a QA, they may complete the paper/pencil version of the Alt-SEED.)

3.0 Planning for SEED Survey Administration

3.1 Survey Delivery Environment

The SEED Survey is not a secure assessment; all survey items are freely viewable online. Some considerations for statewide tests, such as ensuring the correct survey and a distraction-free environment, are applicable to the SEED Survey, but others, such as ensuring supervision and security, are not. Select an administration environment that ensures students have a full opportunity to share their thoughts and feelings, without fear that their responses may be read or influenced by school staff or other students.

While students **must** have the opportunity to complete the survey during the school day, they may also complete the survey from their home or other locations outside of school.

District-supplied survey locations do not need to be fully private (i.e., each student in a room by themselves), but they should afford students the opportunity to enter their responses privately. Check the following elements:

- **Correct survey:** students access the correct version of the survey according to their grade level and primary language. Students access the survey associated with their own SSID.
- **Consent:** students do not access the survey if they or their parent/guardian has declined survey participation.
- **Room layout:** student screens are not visible to other students or to school staff. There is adequate spacing between students. Students cannot perceive or interact with each other's surveys.
- **Distraction-free:** the survey environment promotes free and full participation in the survey.
- **Minimal disruptions:** students do not talk or otherwise interact with other students while completing the survey. Interruptions are minimized.
- **Validity:** students have the freedom to honestly represent their own feelings, thoughts, opinions, and experiences, without influence from other students, school personnel, parents, or any other persons, and without fear of penalty or expectation of reward for any particular response.

If a student's survey experience has irregularities that may compromise the integrity of their responses, follow the guidance in the [Test Administration Manual](#), Sections 3.1, 3.5, and 3.6 regarding investigating and reporting test improprieties.

For information on policies and requirements that will govern the provision of accessibility supports for students, reference the [Oregon Accessibility Manual \(OAM\)](#).

3.2 Selecting the Survey Delivery Format

Districts are required to provide a live administration of the SEED Survey for at least 20 minutes during school hours, free from other expectations for students. This live administration may be delivered via one of three methods for the SEED Survey; the Alt-SEED has one method for delivery.

1. **Assignment:** The survey is delivered via a URL web address. The URL is generated by an authorized user (DTC, STC, or TA) and made available to students (via email, a learning management system, writing it on a white board, etc.). This survey session may be proctored by any staff member who has reviewed this manual and training module 8. Schools and districts with an easy way to distribute a URL may find the Assignment format the most convenient of the three methods for delivering the SEED Survey.
2. **Secure Browser:** The survey is delivered on site, via a test session in the Secure Browser. Students use the Secure Browser and a test session ID to access the survey. This option requires a trained Test Administrator (TA) to proctor the survey session. The Secure Browser format may be useful for schools with no easy way to distribute a URL to students. The Secure Browser format mirrors how students access statewide tests and may work well for younger students.
3. **Remote Test Session:** The survey is delivered off site, via a URL and test session. The student accesses the survey with the URL and test session ID. This option requires a trained Test Administrator (TA) to remotely proctor the survey session. Remote Test Sessions may be helpful for remote or virtual students who would benefit from the support provided through the remote testing platform.
4. **Alternate SEED Survey:** The Alt SEED Survey is completed through the OR.K12test.com system. A Qualified Assessor (QA) may complete the Alt SEED Survey based on their knowledge of the student's educational experience. If the educator who is most familiar with the student's education experience is not a QA, they may complete the paper/pencil version of the Alt SEED, available on the [SEED Survey website](#), and have a QA input the responses into the OR.K12test.com system.

The table below summarizes the differences in these four administration methods for the SEED and Alt-SEED Surveys:

Format	Who administers	Student/QA access point	Notes
Assignment	Any educator, must read SAM and view training module 8	Web browser	Must be set up by someone with a TA, STC, or DTC account
Secure Browser	Trained Test Administrator (TA)	OSAS Secure Browser	Surveys begun via Secure Browser may be completed using Assignment
Remote Test Session	Trained Test Administrator (TA)	OSAS Secure Browser or Web browser	Surveys begun via Remote Test Session may be completed using Assignment
Alternate SEED Survey	Trained Qualified Assessor (QA)/Educator familiar with student	OR.K12Test.com system	Paper/pencil version is available

Language presentation settings must be made in TIDE prior to survey administration. For students using text-to-speech, ensure that the appropriate language voice-pack is installed on the student's device prior to survey administration. SEED Survey items are not secure, so districts wishing to administer the SEED Survey in languages not yet available in the Survey Delivery System may translate items into the target language and administer the Survey via the Data Entry Interface (DEI). Please see the [Data Entry Interface User Guide](#) for more information about the function and features of the DEI.

4.0 Administering the SEED Survey

Administration Method: Assignment

Instructions for the DTC/STC/TA setting up the Assignment in TIDE

1. Log into the [OSAS Test Administration site](#) and select the *TA Interface* tile.
2. Select “Assignment” along the top bar.
3. Select “Schedule a session” on the right-hand side of the screen.
 - a. Choose the dates during which the assignment can be accessed.
 - b. Choose the surveys (based on grade); more than one can be selected
 - c. Select “confirm” in the pop-up reminder that reading the survey introduction script before students begin the survey is a **requirement**.
 - d. Give the Assignment session a name
4. Provide the staff who will be administering the survey with the displayed URL link. Note: the pop-up box also provides the session ID in case it is needed.

Instructions for the educator administering the survey via the Assignment format

1. Provide students with the URL generated during the creation of the Assignment session.
2. Instruct the students to open a Firefox, Chrome, or Edge browser.
3. Students will paste the provided URL into the browser.
4. Students log in to the Assignment session with their last name and SSID.
5. After confirming their identity, students will be sent directly to the survey. Students do not need to enter a session ID as it will be prepopulated.
6. The session ID is not needed when the student moves through the log in windows without going “back” at any time during the log in process. If a student is prompted to provide a session ID, provide them with the session ID found at the end of the URL.

Administration Method: Secure Browser or Remote Test Session

1. Log into the [OSAS Test Administration site](#) and select the *TA Interface* tile.
2. For an in-person session, select “Start a New Session Now” on the right-hand side of the screen. For a remote session, select “Start a Remote Session” on the right-hand side of the screen.
3. Choose “Student Educational Equity Development Survey (SEED Survey)” from the menu on the left.
4. Select the survey(s) you wish to administer.
5. Select “confirm” in the pop-up reminder that reading the survey introduction script before students begin the survey is a **requirement**.
6. In-person: Students participating in-person open the OSAS Secure Browser and use the in-person session ID.
7. Remote: If administering the SEED Survey using the remote administration option, users will be presented with a session ID and/or URLs.
 - i. Remote Session ID (Secure Browser): Students participating remotely open the OSAS Secure Browser and use the remote session ID.

- ii. Remote Session URL (no Secure Browser): Students participating remotely without a secure browser can use the URL, which will navigate students to a student log-in site with the remote session ID prepopulated. *Note: Students using the URL must be using one of the following browsers: Firefox, Chrome, or Edge.*

4.1 Administration Procedure

1. Students open the required supported browser.
 - a. Students participating via Secure Browser open the OSAS Secure Browser.
 - b. Students participating via Assignment or Remote Test Session use a supported internet browser by entering the URL link provided. (Note that text-to-speech is available only in the OSAS Secure Browser, Firefox, or Chrome.)
2. Students enter the last name associated with their SSID, SSID, and Session ID. Note: Session ID is prepopulated for the Assignment delivery format.
3. Students verify their information on the *Is This You?* page.
4. Students select the appropriate survey from the *Your Tests* page (Secure Browser format).
5. For surveys taken via Secure Browser or Remote Test Session, the TA must review the student's accessibility supports and approve the student. Approval is not necessary for the Assignment option, however the student's accessibility supports must be set up in TIDE before the student begins the survey.
6. Students complete a *Text-to-Speech Sound Check*, if TTS has been enabled for an individual student.
7. The survey proctor reads aloud the Survey Introduction Script. Students may optionally read and/or listen to these instructions.
8. Students complete and submit their surveys.
9. Students log out and/or close the browser.
10. For surveys delivered in the Secure Browser: the TA stops the survey session and logs out.

4.2 Survey Introduction Script

The following survey introduction script must be read to students in the appropriate grades prior to beginning the SEED Survey (see step 7 above). A Spanish translation of the introduction script follows the English version.

Script for students in grades 6-11:

Today, you are invited to take a survey from the Oregon Department of Education. The survey will ask you about your experiences at school. Some questions will be about your experiences and beliefs in one of your core academic subjects - either English Language Arts, Math, or Science. Next year, some questions will ask you about a different core subject. Other questions on the survey cover topics that are a priority for the Oregon Department of Education, such as your sense of connection to school and your opportunity to learn about Native American culture and history. It is a great chance to share your thoughts, opinions, and ideas. By taking the survey, you will help the Oregon Department of Education better understand students' needs at school.

You are being invited to take this survey because you are in 3rd to 11th grade and are currently attending a school in Oregon.

The survey should take about 20 minutes to complete.

Your identity will be kept private. Most of the time, no one at this school will be able to see your answers. However, someone at this school might see your answers if you write something that triggers a crisis alert. For example, your principal might see your answers if you share that you have experienced harm at school or that you want to harm others.

The Oregon Department of Education will publish the results of the survey and might quote something you write. If they quote you, they will remove any information that could identify you like your name.

You do not have to take the survey if you do not want to. If you choose to not take the survey, it will not affect your grades. You can also skip any question that you do not want to answer. If you do not want to take the survey, select no for the first question and it will bring you straight to the submit page.

If you start the survey but are not able to finish it right now, you can pause it and finish it later at school or at home.

Does anyone have any questions? I will do my best to answer them. If I do not know the answer you can email your question to the Oregon Department of Education. [answers questions]

If you have any other questions about the survey, please email them to ODE.SEEDSurveys@ode.oregon.gov [write this email address on board]

Thank you for your input and participation. Your voice will help us to improve the educational experience for students across the state of Oregon.

Please select "Begin survey now" when you are ready.

Script for students in grades 3-5:

Today, you are invited to take a survey from the Oregon Department of Education. The survey will ask you about your experiences at school. Some questions will be about your experiences and beliefs in one of your core academic subjects - either English Language Arts, Math, or Science. Next year, some questions will ask you about a different core subject. Other questions on the survey cover topics that are important for the Oregon Department of Education, such as your sense of connection to school and your opportunity to learn about Native American culture and history. It is a great chance to share your thoughts, opinions, and ideas. By taking the survey, you will help the Oregon Department of Education better understand students' needs at school.

You are being invited to take this survey because you are in 3rd to 11th grade and are currently attending a public school in Oregon.

The survey should take about 20 minutes to complete.

Your identity will be kept private. The Oregon Department of Education will publish the results of the survey without student names attached to survey results.

You do not have to take the survey if you do not want to. If you choose to not take the survey, it will not affect your grades. You can also skip any question that you do not want to answer. If you do not want to take the survey, select no for the first question and it will bring you straight to the submit page.

If you start the survey but are not able to finish it right now, you can pause it and finish it later at school or at home.

Does anyone have any questions? I will do my best to answer them. If I do not know the answer, you can email your question to the Oregon Department of Education. [answers questions]

If you have any other questions about the survey, please email them to ODE.SEEDSurveys@ode.oregon.gov [write this email address on board].

Thank you for your input and participation. Your voice will help us to improve the educational experience for students across the state of Oregon.

Please select "Begin survey now" when you are ready.

Guion para estudiantes de los grados 6-11:

Hoy te invitamos a participar en una encuesta del Departamento de Educación de Oregón. La encuesta preguntará sobre tus experiencias en la escuela. Algunas preguntas serán sobre tus experiencias y creencias en una de tus materias académicas básicas, ya sea Artes del Lenguaje Inglés, Matemáticas o Ciencias. El próximo año, algunas preguntas serán sobre una materia básica diferente. Otras preguntas de la encuesta cubren los temas que son prioridad para el Departamento de Educación de Oregón, tales como tu sentido de conexión con la escuela y tu oportunidad para aprender sobre la cultura y la historia de los nativos americanos. Es una gran oportunidad para compartir tus pensamientos, opiniones e ideas. Cuando tomas la encuesta, ayudarás al Departamento de Educación de Oregón a entender mejor las necesidades de los estudiantes en la escuela.

Se te invita a participar en esta encuesta porque estás cursando entre el tercer y onceavo grado y actualmente asistes a una escuela pública de Oregón.

La encuesta durará entre 20 minutos.

Tu identidad se mantendrá privada. La mayor parte del tiempo, nadie en esta escuela podrá ver tus respuestas. Sin embargo, alguien de esta escuela podría ver tus respuestas si escribes algo que ocasione una alerta de crisis. Por ejemplo, tu director podría ver tus respuestas si compartes que has sufrido un daño en la escuela o que quieres dañar a otros.

El Departamento de Educación de Oregón publicará los resultados de la encuesta y podría citar algo de lo que escribas. Si ellos citan algo tuyo, eliminarán cualquier dato que pueda identificarte como tu nombre.

No tienes obligación de tomar la encuesta si no quieres. Si decides no tomarla, no afectará tus calificaciones. También puedes omitir cualquier pregunta que no quieras contestar. Si no quieres tomar la encuesta, selecciona "no" en la primera pregunta y te llevará directamente a la página de enviar.

Si comienzas la encuesta, pero no puedes terminarla ahora mismo, puedes hacer una pausa y terminarla más tarde en la escuela o en tu casa.

¿Alguien tiene alguna pregunta? Haré todo lo posible por responderla. Si no sé la respuesta, puedes enviar tu pregunta por correo electrónico al Departamento de Educación de Oregón. [Responda a las preguntas]

Si tienes alguna otra pregunta sobre la encuesta, por favor envíala por correo electrónico en ODE.SEEDSurveys@ode.oregon.gov [Escriba este correo electrónico en el pizarrón]

Gracias por tu opinión y participación. Tu opinión nos ayudará a mejorar la experiencia educativa para los estudiantes de todo el Estado de Oregón.

Selecciona "Comenzar la encuesta ahora" cuando estés listo.

Guion para estudiantes de los grados 3-5:

Hoy te invitamos a participar en una encuesta del Departamento de Educación de Oregón. La encuesta preguntará sobre tus experiencias en la escuela. Algunas preguntas serán sobre tus experiencias y creencias en una de tus materias académicas básicas, ya sea Artes del Lenguaje Inglés, Matemáticas o Ciencias. El próximo año, algunas preguntas serán sobre una materia básica diferente. Otras preguntas de la encuesta cubren los temas que son prioridad para el Departamento de Educación de Oregón, tales como tu sentido de conexión con la escuela y tu oportunidad para aprender sobre la cultura y la historia de los nativos americanos. Es una gran oportunidad para compartir tus pensamientos, opiniones e ideas. Cuando tomas la encuesta, ayudarás al Departamento de Educación de Oregón a entender mejor las necesidades de los estudiantes en la escuela.

Se te invita a participar en esta encuesta porque estás cursando entre el tercer y onceavo grado y actualmente asistes a una escuela pública de Oregón.

La encuesta durará entre 20 minutos.

Tu identidad se mantendrá privada. El Departamento de Educación de Oregón publicará los resultados de la encuesta sin conectar los nombres de los estudiantes con los resultados de la encuesta.

No tienes obligación de tomar la encuesta si no quieres. Si decides no tomarla, no afectará tus calificaciones. También puedes omitir cualquier pregunta que no quieras contestar. Si no quieres tomar la encuesta, selecciona "no" en la primera pregunta y te llevará directamente a la página de enviar.

Si comienzas la encuesta, pero no puedes terminarla ahora mismo, puedes hacer una pausa y terminarla más tarde en la escuela o en tu casa.

¿Alguien tiene alguna pregunta? Haré todo lo posible por responderla. Si no sé la respuesta, puedes enviar tu pregunta al Departamento de Educación de Oregón. [Responda a las preguntas]

Si tienes alguna otra pregunta sobre la encuesta, por favor envíala por correo electrónico en ODE.SEEDSurveys@ode.oregon.gov [Escriba este correo electrónico en el pizarrón].

Gracias por tu opinión y participación. Tu opinión nos ayudará a mejorar la experiencia educativa para los estudiantes de todo el Estado de Oregón.

Selecciona "Comenzar la encuesta ahora" cuando estés listo.

4.3 Navigating the SEED Survey

- The survey interface is very similar to the interface used on Oregon’s summative tests.
- Survey pages have one question, multiple questions, or questions that consist of multiple parts.
- Students may navigate among items by using Next and Back. Students may skip any item.
- If a student selects “no” in response to the first question, then selects “submit,” their survey will close and be submitted. Sometimes a student selects “no” and “submit” when they actually meant to select “yes,” which indicates that they want to take the survey. If this occurs, follow the guidance in the Test Administration Manual regarding investigating and reporting test improprieties. Upon receipt of the test impropriety report, ODE will reset the survey, and the student will be able to complete it.
- After completing the final item, students will select Next to proceed to the survey review screen. When they are ready to submit the survey, they will select the Submit Test button at the bottom of the review screen.
- Students may review and change previous answers any time prior to submitting the survey. After submitting the survey, answers are locked and cannot be reviewed or changed.
- If a student submits a partially completed survey, the responses they entered will be preserved.
- Students can pause the survey at any time. Pausing a survey logs the student out. To resume, students must repeat the sign-in process.
- To pause a survey, students select Pause in the global menu and then select Yes in the confirmation message that appears.
- Students working on Chromebooks should pause the survey before closing the lid of the Chromebook. If the lid is closed before the survey pauses, whoever opens the Chromebook next will be able to see the last question that the student was viewing (and potentially modify student responses).
- Students taking the survey in one of the alternative languages can toggle between English and the language selected for the survey administration. Students also have the option to toggle between English and Spanish for survey navigation tools (e.g., button names, system messages, and other user interface elements).
- Students can listen to questions and answer options using Text-to-Speech (TTS) options available in the selected element’s context menu. This support is available to students as outlined in the [Oregon Accessibility Manual](#).
 - Students may listen to their responses to constructed response items using TTS.
 - If a student is using Text-to-Speech Tracking, the words become highlighted as they are read aloud.
 - TTS is only available when using the Secure Browser or a supported Chrome or Firefox browser.

4.4 Monitoring Survey Session Progress

For students participating via Secure Browser or Remote Test Session, a TA can monitor the student's progress, approve a student's print request, and pause a student's survey if necessary. Monitoring a Survey Session is not available with the Assignment option.

- At the start of the survey, all students in the session are listed in the "Test without issues" table. If the Online Testing System detects that a student requires assistance, such as a pending print request, or a paused survey, a "Test with potential issues" table appears at the top listing the students who need intervention.
- The TA must view and approve student requests for printouts (Print on Request). The request notification appears in the "Test with potential issues" table.
 - Print on Request prints at the TA's location, not the student's. A student participating via Remote Test Session or Assignment may print to a local printer via the web browser print options; they do not need the Print on Request tool.
- The TA can pause a student's survey if necessary. In the Action column of the table(s) for monitoring student progress, select the pause icon for the student whose survey you wish to pause. Select Yes to confirm. The Online Testing System logs the student out.
- When all students finish, the TA should stop the session.
 - Stopping a session before students finish automatically logs out all the students in the session and pauses their surveys.
- The TA should log out of the TA Site only after stopping a session, to avoid disrupting surveys in progress. Navigating away from the TA Site also logs the TA out. To access another application while administering the surveys, open it in a separate browser window.
- SEED Survey opportunities do not expire in the test delivery system. Any incomplete and not submitted surveys at the end of the survey window will auto-submit.

4.5 Monitoring Survey Completion

Districts may monitor SEED Survey completion through the Test Information Distribution Engine (TIDE). Please refer to the [TIDE User Guide](#) for options on how to monitor survey completion. Districts can also use the view/edit/export student test settings and tools module with the advanced search field to monitor students who have the SEED Survey as a "blocked" subject.

5.0 ODE Monitoring and Reporting

At this time, there is no established participation goal for the SEED Survey, and districts will not be expected to submit test administration codes or other data quality corrections via the Assessment Record Updating Application (ARUA). All students in surveyed grade levels, irrespective of English learner status, disability status, and any other focal group members, must be afforded the opportunity to participate in either the SEED or Alt-SEED Survey if they are enrolled during the survey window.

Students or their parents/guardians can decline to participate in the SEED Survey at any time up until June 17, 2027. After June 17, 2027, ODE cannot change the participation status of a submitted SEED Survey.

ODE may release participation rate estimates as part of public reporting or in response to legislative or public records requests, and may contact districts with exceptionally low participation in the SEED Survey to offer technical assistance towards the goal of representing the voices of all Oregon students.

ODE will release aggregated and suppressed SEED Survey results to schools and districts through the Achievement Data Insight (ADI) application, and on ODE's public website.

6.0 User Support

For information and assistance, reach out to your Regional ESD Partners:

<https://www.oregon.gov/ode/educator-resources/assessment/Documents/esdpartners.pdf>.

For information and assistance in using the Online Testing System for the SEED Survey, contact the OSAS Helpdesk. The Helpdesk is open Monday-Friday 7:00 a.m. to 5:00 p.m. PT (except holidays or as otherwise indicated on the OSAS portal).

Toll-Free Phone Support: 1-866-509-6257

Email Support: osashelpdesk@cambiumassessment.com

Chat Support: <https://osasportal.org/contact.html>

Please provide the Helpdesk with a description of your problem, as well as the following:

- Test Administrator name.
- If the issue pertains to a student, provide the student's SSID and associated district or school. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 60 or Mac OS 10.14 and Safari 11).
- Information about your network configuration, if known:
 - Secure Browser installation (to individual devices or network).
 - Wired or wireless internet network setup.

For information and assistance in using the OR.K12Test.com system for the Alternate SEED Survey, please contact the ORExt helpdesk at orextended@k12test.com.

You can also reach out to your Regional ESD Partners for information and assistance in using the OR.K12Test.com system: <https://www.oregon.gov/ode/educator-resources/assessment/Documents/esdpartners.pdf>.

Change Log

Change	Date
Added: Per ORS 338.115 (1) , Charter schools in Oregon are encouraged to make the survey available to students in grades 3-11 but they are not required to.	April 3, 2026
Instructions for delivering the Assignment format of the survey expanded to include more detailed descriptions for each step.	April 29, 2026
Appendix added	May 21, 2026
Resource and Best Practices for Responding to Crisis Alerts added to section 1.1	May 26, 2026
Information on Cambium's Hotline Direct application added to section 1.1	June 23, 2026
Reference to OAR 581-022-0102 (30)(a) removed.	September 11, 2026

Appendix

Survey Administration Requirements for OAR 581.022.2100

All districts are required to make the SEED Survey available to all eligible students (ORS 329.078). All districts are required to administer the SEED Survey to all 3rd through 11th graders in accordance with the administration guidelines as described in the current year SEED Survey Administration Manual (OAR 581.022.2100).

Below, the sections of the SEED Survey Administration Manual encompass the administration practices to be followed to be in compliance with Division 22. Note that the entire administration manual must still be reviewed; this list of excerpts is provided as a convenience.

Section 1.2:

“The SEED Survey must be made available to all students in grades 3 through 11. The Alternate SEED (Alt-SEED) Survey must be made available for all students who participate in the OR Extended in grades 3 through 11.”

“Districts must provide sufficient time during the school day for students to complete the SEED Survey. ODE estimates that the average survey completion time for a student is 20 minutes.”

“Districts must provide an opportunity for parents or guardians to review the survey before it is administered....at least five days before the survey is administered.”

“Parents or guardians must be allowed to decline, either verbally or in writing, to have their student participate in the SEED Survey.”

“Students may decline, at any time and either verbally or in writing, to participate in the SEED Survey.”

Section 3.2:

“Districts are required to provide a live administration of the SEED Survey, during school hours, free from other expectations for students. This live administration may be delivered via one of four methods.”

Four methods: In-person secure session, remote secure session, as an assignment, Alt-SEED administered via the OR.K12test.com platform

Section 4.2:

“The...survey introduction script must be read to students in the appropriate grades prior to beginning the SEED Survey.”

Manual changes for 2026-27

Links are to live versions of the manual (i.e. the version last approved by the State Board). Changes are published 1 August and 1 October annually.

Test Administration Manual

- Throughout: stylistic edits, typo correction, and similar. Minor clarifications and improved phrasing. Added references to Immediate Temporary Accommodations Plans (ITAPs).
- Section 1.3: Added TIDE role monitoring as an STC responsibility. Clarified that non-district personnel should hold the TT role at the highest.
- Section 1.4: Clarified training requirements regarding the OSAS Interim test group. Added training requirements for TOSA role. Added SEED Survey Manual reading requirement and Proficient Test training requirement for QTC and QA roles.
- Section 2.2: Clarified information about retaining secure test material in Table 7.
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- Section 9.0: Added information about braille, Spanish, and language toggling.
- Section 10.0: Added information about skipping items and invalidating tests. Updated information related to “attempting” a test. Updated information related to domain exemptions. Table 19 reworked for additional clarity.
- Appendix D: Removed. (Key information was added to Section 2.6, along with a link to Hotline Direct User Guide.)
- Appendix E: Renamed to Appendix D. Added Roles and Responsibilities table. Added Hotline Direct User Guide. Added TOSA role.

Oregon Accessibility Manual

- Appendix D was shortened.
- Supports: Updated scratch paper to indicate that graph paper must be blank, like other scratch paper. Updated information on default font size. Added Gray on Green for Color Choices.
- Added ITAP references to language in Section 1 regarding testing supports.

- Patty Paper (small square sheets) added to list of Allowable manipulatives for Mathematics, Science, and ORExt and removed from the list of Additional allowable manipulatives for ORExt only. Added to the list with an image in Appendix G: Manipulatives.
- Updated Simplified test directions description to match test directions as found in the Test Administration Manual.
- Additional clarification in Appendix A regarding allowable TA assistance on ELPA tests.
- Streamlined and condensed text; formatting changes.

SEED Survey Administration Manual

- Added: Per ORS 338.115 (1), Charter schools in Oregon are encouraged to make the survey available to students in grades 3-11 but they are not required to.
- Instructions for delivering the Assignment format of the survey expanded to include more detailed descriptions for each step.
- Appendix added
- Resource and Best Practices for Responding to Crisis Alerts added to section 1.1
- Information on Cambium's Hotline Direct application added to section 1.1
- Reference to OAR 581-022-0102 (30)(a) removed.

Test Administration Manual

2026-27 School Year



Mathematics

English Language Arts

Science

English Language Proficiency

**WITH POLICIES & PROCEDURES FOR NAEP
AND INFORMATION ON THE SEED SURVEY**



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Contact ode.assessmentteam@ode.oregon.gov to signal errors or omissions in this Test Administration Manual.

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1.0 OVERVIEW

1.1 Oregon Statewide Assessment System

This Test Administration Manual (TAM) outlines policies and procedures for components of the Oregon Statewide Assessment System (OSAS), as well as the National Assessment of Educational Progress (NAEP), to ensure both reliability and the related validity of uses and interpretations from classroom to classroom, teacher to teacher, school to school, and district to district. The TAM promotes:

- Fair and equitable testing for each student
- Standardized test administration so that the testing environment is similar for all students
- Test security and student confidentiality practices
- Test validity and accuracy
- Efficiency to minimize the burden for students, teachers, and school and district test coordinators

The OSAS summative tests are standardized, end-of-year **assessments of learning** whose results help guide systems-level decisions, including legislative investments. Standardized implementation, scoring, and reporting on these tests allows systems-level comparisons about instructional efficacy that can be disaggregated by student groups. Statewide summative assessment reports are publicly available, which maintains transparency and helps the adults in our education system to focus on the needs of our students from historically underserved populations. Summative tests are *not* designed as diagnostic tools for student placement, or to inform daily or seasonal instructional decisions in the classroom. Since summative tests are administered annually, the patterns they identify can only be reviewed on an annual basis.

Only a balanced approach to assessment can meet the differing informational needs of students, families, teachers, district and state administrators, and others. A more in-depth treatment of balanced assessment systems can be found in resources such as the [Right Assessment for the Right Purpose](#) guidance document.

Given the systems-level focus and purpose of summative assessment (school, district, and state), the annual OSAS summative tests should only be used as part of a larger collection of evidence regarding the academic needs of individual students. Summative test results should never be used as gatekeepers that limit individual student access to educational programs or opportunities (e.g., AP, IB, TAG, etc.).

The Oregon Statewide Assessment System includes the following core components:

- English Language Arts: general and Extended Summative test and Interim tests
- Mathematics: general and Extended Summative test and Interim tests
- Science: general and Extended Summative test and Interim tests
- English Language Proficiency Assessment (ELPA): Alternate (Alt) ELPA, ELPA Screener, and ELPA Summative
- The Oregon Observational Rating Assessment (ORORA)
- The Local Performance Assessment requirement

- The Student Educational Equity Development (SEED) Survey: general and Alternate (Alt) SEED
- The information gathering process at kindergarten governed by [OAR 581-022-2130](#)

This TAM principally covers administration of OSAS ELA, Math, Science, and ELPA Summative components. Other OSAS components—while mentioned in this manual where necessary or appropriate—are covered by different manuals:

- The [ELPA Screener Assessment Manual](#) includes an overview of the ELPA Screener, as well as training requirements and test administration directions.
- The [SEED Survey Administration Manual](#) contains necessary guidance and technical information to administer the [SEED and Alt SEED Surveys](#).
- The [Local Performance Assessment Manual](#) includes an overview and requirements for local assessment options, including requirements regarding development, administration, and scoring of assessments.

If you encounter an unfamiliar acronym or term in this document, check for a definition in Appendix D.



Note: Parents, guardians, and adult students. Unless otherwise indicated, all instances of the term “parent” or “parents” in this manual should be assumed to mean “parent(s), guardian(s), and/or adult student(s).”

1.2 Summary of Changes

Changes from the previous Test Administration Manual include:

- Throughout: stylistic edits, typo correction, and similar. Minor clarifications and improved phrasing. Added references to Immediate Temporary Accommodations Plans (ITAPs).
- Section 1.3: Added TIDE role monitoring as an STC responsibility. Clarified that non-district personnel should hold the TT role at the highest.
- Section 1.4: Clarified training requirements regarding the OSAS Interim test group. Added training requirements for TOSA role. Added SEED Survey Manual reading requirement and Proficient Test training requirement for QTC and QA roles.
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- Appendix E: Renamed to Appendix D. Added Roles and Responsibilities table. Added Hotline Direct User Guide. Added TOSA role.

1.3 User Roles and Responsibilities

District Test Coordinator (DTC)

DTCs are district personnel responsible for the overall administration of testing in a district. There may only be one recognized DTC per district. If the district determines that the current DTC is no longer able to fill this role for any significant amount of time (perhaps due to extended illness, conflict of interest, or staffing changes), the district Superintendent must notify ODE and provide ODE with the name and contact information for a replacement or interim DTC within one business day.

DTCs are responsible for:

- Managing administration of components of the OSAS. This involves collaboration with Title III Directors (Alt ELPA, ELPA Summative, ELPA Screener), Itinerant Teachers for students with visual impairments (braille administration), and Special Education Directors (Extended Assessment). DTCs also help coordinate administration of additional instruments such as the local performance assessment requirement, OSAS interim assessments, the nationally normed college entrance examination, and the SEED Survey, as well as participation in NAEP. For some DTCs, “all aspects” may include score reporting and communication of test results.
- Managing all aspects of paper testing (Oregon Extended Assessments) including ordering, receiving, distributing, inventorying, and returning materials, as well as submitting student scores.
- Ensuring district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv or other communication channels.
- Communicating assessment information, such as state updates, to appropriate district personnel.
- Facilitating the adoption of local district policies as needed to ensure test security.
- Managing user accounts for STCs and TAs, and other roles, as appropriate, in the Test Information Distribution Engine (TIDE).
- Verifying QTCs in the or.k12test.com system.
- Coordinating with STCs to develop and implement school-level test schedules so that tests are administered in the required grade(s) and content area(s).
- Training, or ensuring the training of, STCs, TAs, TTs, QTCs, and QAs in their district. Managing Assurance of Test Security forms for all district personnel.

- Investigating test irregularities or improprieties. Reporting test irregularities or improprieties to ODE.
- Ensuring that the district has formal procedures for handling crisis alerts, including relevant staff, communication protocols, and timelines.
- Completing any required end-of-year assessment tasks (such as reporting or data validation).
- Submitting OREx 1% Participation Reporting Requirement (additional information can be found in “Policies” on ODE’s [OREx Webpage](#)).

School Test Coordinator (STC)

STCs are school personnel who monitor the assessment process, TAs, and the handling of test materials within individual schools. STCs must ensure that all assessments are handled and administered in an environment that complies with the policies and procedures in the Test Administration Manual. An STC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an STC should be a person with non-instructional or limited instructional duties so that they can coordinate and monitor testing activity in the school.

STCs are responsible for ensuring that testing in their school is conducted in accordance with the test security and other policies and procedures described in the Test Administration Manual. STCs are responsible for:

- Identifying TAs and TTs and ensuring that they are properly trained.
- Coordinating with TAs so that they administer tests in the appropriate content areas for their school.
- Creating or approving testing schedules and procedures for the school (consistent with district and state policies).
- Working with technology staff to ensure that the Secure Browser is installed and any technical issues are resolved.
- Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate.
- Managing user accounts for TAs, and other roles as appropriate, in the Test Information Distribution Engine (TIDE).
- Addressing testing issues, as needed.
- Reporting all potential test irregularities and improprieties to their DTC.

Test Administrator (TA)

TAs are district or school personnel, or substitute teachers, who administer the components of statewide assessment system in a manner that complies with the policies and procedures in the Test Administration Manual. TAs can set up test sessions for online tests and administer tests in their schools. Since TAs can see test results for all students in the school, only district personnel should hold a TA role or higher. Non-district personnel (including volunteers or private school employees) should be assigned the Test Technician role (described below).

- Substitutes may be assigned the TA role. Like all other TAs, they must first receive training as described in [Section 1.4 Training Requirements](#) of this manual.

- Per ESSA, it is allowable for staff fully funded by Title IA to administer state required assessments in some circumstances. If the school is operating under the Title IA School Wide Program model, a staff member fully funded by Title IA may administer state assessments. This is not considered supplanting, as the measurement for supplement not supplant is based in a district's methodology of distribution of state and local funds. However, if the school is operating under a Title IA Targeted Assisted Plan, this staff member may not administer state assessments, as the design of this model is based on services for specific students.
- Districts must avoid having a TA administer a statewide assessment to a relative or other student with whom the TA shares a personal tie. In cases where this is unavoidable, the district must notify their [Regional ESD Partner](#) of the relationship before the TA administers the test to the student.
- For the Alt ELPA, TAs must additionally hold an education certification and/or license from the state (consult the [Alt ELPA User Guide](#) for additional information and recommendations).

TAs administer **components of Oregon's statewide assessment system**. TAs are responsible for:

- Completing test administration training (consult [Section 1.4 Training Requirements](#)) and reviewing all policy and administration documents prior to administering any statewide assessments.
- Ensuring that student test settings in TIDE are accurate.
- Ensuring the right student gets the right test.
- Administering components of the statewide assessment system.
- Reporting all potential test improprieties or irregularities to their STC and DTC.

Test Technician (TT)

Test Technicians can administer tests, but do not have access to student data (such as setting accommodations in TIDE or accessing students' results in the Centralized Reporting System). For example, some districts might assign the TT role to paraprofessionals, volunteers, or technology staff who will be administering components of the OSAS. This is the highest role that should be held by any non-district personnel.

TTs must meet the same training and responsibility requirements as the TA role.

Regional ESD (Education Service District) Partner

[Regional ESD Partners](#) are regional system administrators who provide help desk services for assessment, accountability, and data collection questions, and serve as liaisons with ODE and with ODE's testing vendors.

After the STC and DTC, Regional ESD Partners should be the next contact for all assessment and accountability related support, including questions regarding test administration, test ordering, test record management, data collection, federal accountability, and Oregon At-A-Glance Profiles. Before contacting your Regional ESD Partner, gather the following information:

- State-provided institution ID Number and student SSID number (if applicable)
- DTC's name and contact information

- District Technology Support’s name and contact information

Tools for Teachers – School (TFT_SC)

The TFT_SC user role provides school personnel who do not need to administer any assessments with access to the Tools for Teachers resources included with the Interim Assessment System.

- TFT_SC users may not log in to any assessment administration sites.
- The TFT_SC user role has no associated training requirements. Training for the Tools for Teachers platform can be found on ODE’s [Formative Assessment](#) webpage.

Qualified Test Coordinator (QTC)

Qualified Test Coordinators are school staff who monitor the Oregon Extended Assessments. It is recommended that QTCs have previous experience with the OREx. All school districts should have at least one QTC. QTCs are responsible for:

- Answering local questions regarding the OREx
- Monitoring training for local Qualified Assessors (QAs)
- Managing QA [OR.K12test.com](#) accounts
- Maintaining awareness of, and communicating updates and changes
- Awarding training certifications (per district policy)

QTCs may administer the Oregon Extended Assessments if they also meet QA qualifications. The QTC role appears on the OREx [OR.K12test.com](#) site. It does not appear in TIDE.

Qualified Assessor (QA)

Qualified Assessors are licensed/certified school staff who administer the Oregon Extended Summative Assessments in accordance with policies and procedures outlined in the Test Administration Manual and the OREx Training and Proficiency website. QAs are responsible for:

- Preparing materials and setting for individual administration of the OREx
- Administering assessments directly to students
- Scoring student responses fairly (when QA scoring is required)
- Delivering scores to the online data entry systems (as needed)
- Interpreting results for student, family, or educational teams

The QA role appears in the OREx Training and Proficiency site. It does not appear in TIDE.

District Responsibility for Enforcing Test Administration Policies



Note: Districts must enforce assessment policies for public charter schools and alternative education programs. Under Section 2 of [OAR 581-022-2100: Administration of State Tests](#), school districts must enforce the assessment policies described in that rule for all students enrolled in a school operated by the district or enrolled in a public charter school that is located within the boundaries of the school district. The resident school district must enforce assessment policies for any of its students enrolled in an alternative education program.

Per [OAR 581-022-2100: Administration of State Tests](#), the resident district has responsibility for enforcing test administration policies for students enrolled in public schools, public charter schools, and alternative education programs. In cases where a student is attending another Oregon school outside of their resident district, the resident district may arrange with the attending district to delegate test administration responsibility for that student. For instance, the resident district may arrange to delegate responsibility for students attending an alternative education program located in another Oregon district to the district where the alternative education program is located.

Delegating test administration responsibility for students may entail delegating responsibility for the following test administration duties:

- Training TAs and QAs.
- Providing students with access to components of the OSAS.
- Ordering and returning appropriate paper-based tests.
- Ensuring a secure testing environment for students.
- Investigating test improprieties.

Assigning embedded test settings for students remains the responsibility of the resident district. While the attending district might oversee the decision-making process about which accessibility supports would be appropriate for the individual student, the attending district must still coordinate with the resident district to assign all embedded settings in TIDE in advance of testing. In addition, the resident district retains responsibility for recommending an outcome for a student’s test in the case of a test impropriety.

Districts entering into an agreement to delegate test administration responsibility to another Oregon district must complete the [District Testing Responsibility Delegation Form](#). Both the delegating district and the district assuming responsibility must sign the form and keep a copy of the signed form on file at both district offices. For non-charter schools, the “resident” district is usually indicated in a Tuition or Interdistrict Transfer Agreement.

1.4 Training Requirements

Updated training materials are published on or prior to October 1 each year. The training materials described below are available in on-demand formats. Districts may permit their personnel to complete required ODE training synchronously or asynchronously. Districts who permit asynchronous training remain responsible for all requirements in this manual, including but not limited to ensuring that the training was completed and that appropriate testing practices are carried out.

DTC and DLU Reading and Training Requirements

Table 1: DTC and DLU Reading and Training Requirements

Requirement	Description
Reading Requirements	• The Test Administration Manual • The Oregon Accessibility Manual (role-specific reading requirements in the OAM) • The SEED Survey Administration Manual

Requirement	Description
	- Other manuals and user guides (including the ELPA Screener Administration Manual and the Alt ELPA User Guide) that form central training elements for tests that will be administered in the district - The Local Performance Assessment Manual - Unified ELPA Guidance
Training Requirements	- Review 2026-27 ODE-provided recorded training modules 1 – 8 (and modules 9 and 10 if the district will administer interim or remote tests) prior to the ODE-facilitated yearly DTC training. - Complete the Remote Test Administration Certification course if directly administering remote summative or OSAS Interim tests. - On the OR.K12test.com site, complete Modules 1 & 6. - Sign the DTC Assurance of Test Security Form. - Complete the ODE-developed training survey (“fact finder”) prior to the ODE-facilitated yearly DTC training. - Register for one of the required ODE-facilitated Webinar sessions listed in the schedule below.

DTCs must register annually with ODE (using the [DTC Designation Form](#) and accompanying [Superintendent Approval Form](#)), and attend the entirety of one of the annual ODE test security and administration trainings listed in Table 2 below. *DTCs who do not participate in ODE’s required training **will have their current access** to the OSAS system **revoked** after the final ODE-facilitated webinar and may not receive important updates sent to the DTC listserv.*

DTCs must watch all ODE-provided training modules prior to completing the ODE-developed DTC training survey (“fact finder”). The training survey checks for comprehension of the test security and administration requirements and provides an opportunity to submit questions for the ODE-facilitated webinar sessions. The required ODE-facilitated webinar sessions address frequently missed training survey responses and answer DTC questions (both live and submitted through the training survey). ODE-facilitated webinar sessions are a required component of annual DTC training following independent review of ODE-provided training modules.

Table 2: 2026-27 Schedule of ODE-Facilitated Webinar Sessions

Date	Time
November 3, 2026	3:00 – 4:30p PDT
November 4, 2026	9:00 – 10:30a PDT
November 5, 2026	3:45 – 5:15p PDT

All DTCs must register for one of these scheduled ODE-facilitated webinar sessions by the second Friday in October.

Make-up Training Options

DTCs who are unable to attend a full ODE-facilitated webinar session must notify their Regional ESD Partner and arrange one of the following make-up training options before November 13,

2026. These make-up training options are also available for interim or replacement DTCs appointed mid-year:

- **Regional ESD Partner Training:** ODE’s authorized Regional ESD Partner will provide make-up training as needed for incoming DTCs in cases where the outgoing DTC is not available to provide internal make-up training.
- **Internal Training:** Districts may provide internal make-up training in cases where the outgoing DTC has received annual ODE-provided training for the current school year. The outgoing DTC must train the incoming DTC using the recorded training modules posted to the [Assessment Training Materials](#) webpage. To exercise this option, the district must notify its [Regional ESD Partner](#), including the date and time when the internal training will occur.



Training requirements for additional roles. In addition to District Test Coordinators (DTCs), the OSAS Online System provides district-level access and rights to TIDE, the Test Delivery System, and the Centralized Reporting System for locally designated District Level Users (DLUs) and Teachers on Special Assignment (TOSAs).

DTCs must locally ensure that all DLUs meet the same reading and training requirements as DTCs and sign the DTC/DLU Assurance of Test Security Form because DLUs have access to the same parts of the system as DTCs (including the ability to set up test sessions and access confidential student information such as test settings and scores). DLUs do not need to complete DTC-specific activities such as the DTC Fact Finder or ODE-sponsored DTC trainings.

TOSAs must meet the same training requirements as STCs. However, DTCs should remember that this role has additional permissions beyond those held by STCs (e.g., ability to update ELPA domain exemptions and modify test windows).

Roles that do not interact with test material or testing students, such as District Report Viewers (DRVs) and School Report Viewers (SRVs), do not need to complete test security training but still need to observe data security and maintain confidentiality of student information. DTCs should ensure this is clear to any district personnel assigned a DRV or SRV role.

STC and TOSA Reading and Training Requirements

Table 3: STC and TOSA Reading and Training Requirements

Requirement	Description
Reading Requirements	• Test Administration Manual Sections 1 – 11 and Appendices A – C • The Oregon Accessibility Manual (role-specific reading requirements in the OAM) • The SEED Survey Administration Manual • Other manuals and user guides (such as the ELPA Screener Administration Manual and the Alt ELPA User Guide) that form central training elements for tests and surveys the STC will help administer or oversee
Training Requirements	• Review 2026-27 ODE-provided training modules 1 – 8 (and modules 9 – 10 if the district will administer interim or remote tests). • Complete the Remote Test Administration Certification course if directly administering remote summative or OSAS Interim tests. • Sign the STC Assurance of Test Security Form.

To ensure consistent and valid administration of the statewide assessments, STCs must receive annual training from the DTC on the policies and procedures included in this Test Administration Manual, the Oregon Accessibility Manual, and the SEED Survey Administration Manual. STC training must provide STCs with an opportunity to ask questions and receive clarification. Districts may choose to supplement the required ODE-provided training modules with additional materials specific to local policies and protocols.

TA Reading and Training Requirements

Table 4: TA Reading and Training Requirements

Requirement	Description
Reading Requirements	- Test Administration Manual Sections 1 – 7, and Appendix A - Test Administration Manual Sections 8 – 11 and Appendix B, depending on the specific assessments that the TA will administer - The Oregon Accessibility Manual (role-specific reading requirements in the OAM) - The Alt ELPA User Guide (for TAs who will be administering the Alt ELPA) - The SEED Survey Administration Manual (for TAs who will administer the SEED Survey)
Training Requirements	- Review 2026-27 ODE-provided training modules 2 – 4, and modules 5 – 10 per tests the TA will be administering: - Module 5 (for TAs administering ELA or Mathematics assessments) - Module 6 (for TAs administering the Science assessment) - Module 7 (for TAs administering the ELPA Summative) - Module 8 (for TAs administering the SEED Survey) - Module 9 (for TAs administering OSAS Interim assessments) - Module 10 (for TAs administering assessments remotely) - Complete the Remote Test Administration Certification course if the TA will administer remote summative or OSAS Interim tests. - Sign the TA Assurance of Test Security Form.

To ensure consistent and valid administration of the statewide assessments, **any individual who will be interacting with students during administration of an OSAS summative assessment is considered to be participating in test administration and must satisfy all annual reading and training requirements for a TT or TA role.** This includes persons who are not directly administering tests but are still interacting with a testing student (such as interpreters or translators). It does not include persons who interact with students prior to or following testing (such as interpreters or translators who deliver testing instructions but leave the testing environment before the student opens the test).

TA training must provide TAs with an opportunity to ask questions and receive clarification. Districts may choose to supplement the required ODE-provided training modules with additional materials specific to local policies and protocols.

The [ELPA Screener Administration Manual](#) details ELPA Screener training requirements.

Interim test groups

All references to “Interim” tests in this section apply to the OSAS Interim suite of tests.

Returning/existing TAs with the Interim test group: The Interim test group remains assigned within TIDE until it is manually removed or the TA changes districts. It is permissible for returning or existing TAs with the Interim test group to administer OSAS Interim tests prior to the publication of updated annual TA training materials (including Module 9). The updated Module 9 must be reviewed as soon as practicable after the current year’s version has been published. Training for other required elements may be delayed until the district-scheduled training season if desired.

Returning/existing TAs without the Interim test group: Returning or existing TAs who do not have the Interim test group must complete Module 9 before administering any Interim tests. Depending on how early in the year the district wishes to administer Interim tests, this may mean reviewing Module 9 *twice* (once prior to the publication of the current year’s version, and again after the publication of the current year’s version). They may delay annual training for other required elements until the district-scheduled training season if desired.

New TAs: TA who did not complete required TA training the previous year must complete the following minimum requirements before being assigned the Interim Test Group.

- Read Sections 1 – 4 and Appendix A of the Test Administration Manual
- Read the Oregon Accessibility Manual (role-specific reading requirements in the OAM)
- Review ODE-provided training modules 2 – 4, and 9

TAs who complete the above requirements prior to October 1 will be reviewing the previous year’s TAM, OAM, and training modules. They must return to those materials later in the year as part of required annual TA training, to ensure that they have reviewed updated information for the current school year. The minimum requirements above do not replace required TA training. New TAs must still complete all other required training elements from Table 4, even if they wait until later in the year to do so.

DTCs who do not have TIDE permissions for assigning test groups should contact their Regional ESD Partner for assistance.

QTC Reading and Training Requirements

Table 5: QTC Reading and Training Requirements

Requirement	Description
Reading Requirements	• Sections 1 – 4, 11, and Appendix A of the Test Administration Manual • The Oregon Accessibility Manual (role-specific reading requirements in the OAM) • The SEED Survey Administration Manual
Training Requirements	• Complete all 6 Oregon Extended training modules on or.k12test.com: ○ Module 1 – Overview of the ORExt ○ Module 2 – General Test Administration ○ Module 3 – Rostering and Monitoring ○ Module 4 – Electronic Administration of the ORExt ○ Module 5 – Paper/Pencil Administration of the ORExt ○ Module 6 – Admin Training • Pass Proficiency Test on or.k12test.com with a score of 80% or higher • Review Sign Language Training modules on or.k12test.com if administering using ASL Accommodation

Requirement	Description
	Attend local district’s annual test security training and sign Assurance of Test Security Form

QA Reading and Training Requirements

Table 6: QA Reading and Training Requirements

Requirement	Description
Reading Requirements	- Sections 1 – 4, 11, and Appendix A of the Test Administration Manual - The Oregon Accessibility Manual (role-specific reading requirements in the OAM) - The SEED Survey Administration Manual (for QAs who will administer the Alt-SEED Survey)
Training Requirements	- Complete Oregon Extended training modules 1-5 on or.k12test.com: - Module 1 – Overview of the ORExt - Module 2 – General Test Administration - Module 3 – Rostering and Monitoring - Module 4 – Electronic Administration of the ORExt - Module 5 – Paper/Pencil Administration of the ORExt - Pass Proficiency Test on or.k12test.com with a score of 80% or higher - Review Sign Language Training modules on or.k12test.com if administering using ASL Accommodation - Attend local district’s annual test security training and sign Assurance of Test Security Form

QA Training must provide QAs with the opportunity to ask questions and receive clarification. Districts may choose to supplement ODE & BRT provided training materials with additional materials specific to local policies and protocols.

TAs or QAs who will administer braille assessments (either online or paper/pencil) must receive additional specialized training from ODE or its designee. Consult the Braille Interface Training accordion on the [Assessment Training Materials page](#).

2.0 TEST SECURITY

The security of statewide student assessments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials associated with the statewide summative assessments are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Failure to honor security jeopardizes student information and puts the operational test at risk.



Note: The security requirements of the SEED Survey and Interim Assessments differ from those described here. Refer to the [SEED Survey Administration Manual](#) and [User Guides for Interim Assessments](#) for more information.

2.1 Testing Requirements to Produce Valid Test Results

ODE sets requirements for secure and valid testing to ensure that each Oregon student has a fair opportunity to demonstrate their abilities and school districts are fairly rated for state and federal accountability. **Requirements include:**

- OSAS tests must always be administered and supervised by a trained TA (or QA, for the ORExt).
- Anyone with a user role described in this manual must complete the training and reading requirements listed for that user role, as described in [Section 1.4 Training Requirements](#).
- Prior to administering the assessment, each TA must have a signed **Test Administrator Assurance of Test Security form** (available on ODE's [OSAS Administration Resources](#) webpage) on file at the District Office, valid for the current school year. TAs must renew this form annually upon completion of test administration and security training. **Any individual who will be interacting with students during testing is considered a TA. This includes QAs.**
- STCs, DTCs, and QTCs must have a signed **STC or DTC Assurance of Test Security form** (available on ODE's [OSAS Administration Resources](#) webpage) on file at the District Office, valid for the current school year. STCs, DTCs, and QTCs must renew this form annually upon completion of training.
- Any person (office staff, computer lab support staff, etc.) who has access to or participates in the handling of secure test materials but who does **NOT** interact with students during administration of the test must first sign a **Non-Administrator Assurance of Test Security form** (available on ODE's [OSAS Administration Resources](#) webpage). This signed form must be kept on file at the District Office, valid for the current school year. **Parents or other adults who will be present in the test environment by prior arrangement with the district, or through use of the Comforting Presence support described in the [Oregon Accessibility Manual](#), must also sign this form.** Even after signing this form, however, the adult must be situated and comport themselves so that they do not distract testing students or interfere with test administration. If practicable, it is preferable that the adult watch the test through an

observation window. Consult the [Oregon Accessibility Manual](#) for instructions and recommendations for use regarding Comforting Presence.



Access to the Secure Test Environment. Under no circumstances may districts provide unauthorized individuals, including media, access to the secure test environment or secure test materials. This is a significant security breach and must be reported immediately.

2.2 Security of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing. The test environment includes what a student can perceive or access (including via technology). A violation of the security of the test environment may result in a test impropriety. [Section 3.0 Appropriate Test Preparation and Practices](#) has more information on the test environment and appropriate testing practices.

Table 7: Elements of a Secure Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials are removed or covered, including but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards, dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students' seating arrangements minimize opportunities to look at each other's work, whether through spacing, table-top partitions, or other visual barriers.
DURING TESTING	
Distraction-free environment	Provide an environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation (e.g., if testing in a school library or computer lab, access should be restricted to testing students and authorized staff while testing is in progress). Place appropriate signage (such as "TESTING—DO NOT DISTURB") where needed (e.g. on the door or in halls and entrances to reroute hallway traffic).
Student supervision	Students are actively supervised by a trained TA (or TAs). They do not have access to unauthorized electronic devices that: allow access to outside information; communication among students or with other individuals outside the test environment; or photographing or copying test content. This includes, but is not limited to, devices with internet search capability, "smart" devices, and devices capable of capturing or recording information. Electronic devices that are necessary for health and safety (such as a smart device that monitors blood sugar) are allowed in the testing environment; the TA should watch for inappropriate use of secondary functions (such as ability to access the internet).

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Requirement	Description
Accessibility supports	Students must only have access to and use of those accessibility supports identified in the Oregon Accessibility Manual that are permitted for each specific test (or portion of a test).
Access to assessments	Only authorized staff or other adults may be in the room during testing. Only students who are testing can view items. Students who are not being tested must not have access to secure testing materials, including test items. Administration procedures for a test or testing support may require exposure to one or more items; however, even TAs and other trained staff may not actively review or analyze any item.
No answer key	No form or type of answer key may be developed for test items.
DURING AND AFTER TESTING	
No access to responses	DTCs, STCs, TAs, and other staff may only view student responses as required by test administration duties (e.g. Alt ELPA or ORExt).
No copies of test materials	Unless needed as a print-on-request, braille accommodation, or large print paper/pencil copy of the ORExt, no copies of the test items, stimuli, or reading passages may be made or otherwise retained.
No recording or reproduction of test materials	Test items, stimuli, reading passages, and writing prompts may not be recorded or retained. Similarly, these materials must not be discussed with or released to anyone via any media, whether digital or analogue.
No unauthorized retaining, reviewing, discussing, or releasing descriptions of test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone. Except where specifically required as part of the administration duties for a given test, DTCs, STCs, TAs, QAs, QTCs, and other staff may not review, discuss, or analyze test items, stimuli, or reading passages at any time. Student interaction during a test is limited to what is necessary for the purpose of supporting appropriate assessment.
Test materials are stored securely	If any test materials with student information (printed materials, scratch paper, and documents) are retained between test sessions per Section 2.4 Secure Handling of Printed Materials , they must be kept in a secure location that is only accessible to authorized staff.
AFTER TESTING	
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately stored in a secure locked room or cabinet, or shredded as allowable in Table 8: Destruction of Printed Materials and Note Paper. Consult Section 2.4 Secure Handling of Printed Materials for details.

The following standard testing conditions are available for all students:

- Dividing testing into several testing events, including providing students with extended time or breaks as needed.
- Reading or rereading student directions to students. The verbatim student directions are provided in [Section 7: Administering Oregon's Online Summative Assessments](#). The directions for participating in the ORExt are found on the [Training and Proficiency](#) website as well as within the online test administration tool.

2.3 Online Testing Security Features

Test security is essential to ensuring the reliability and validity of student scores. Students use a Secure Browser to access online general ELA, Mathematics, Science, ELPA Summative tests, and the Alt ELPA; the ORExt is accessed through the or.k12test.com system. Download and installation information for the Secure Browser is found on the [OSAS Portal](#). The Secure Browser disables hot keys, copy and screenshot capabilities, and other applications. However, approved 3rd party accessibility software can be enabled by activating permissive mode. The Secure Browser will not display the IP address or other URL for the site. During testing, the desktop is “locked down” and students must “Pause” (which saves the student’s test for another session) or answer all items and complete a test to exit the Secure Browser.

If technical difficulties require force quitting the Secure Browser, TAs should consult the [TA User Guide](#), or contact their [Regional ESD Partner](#) for further assistance.

During login, students confirm the last name associated with their SSID, their SSID, test, test language, and grade information. TAs may help students confirm this information.

After students log in, the TA uses the test monitoring screen to confirm and approve that these are the correct students to take the test and approve the students’ login request. The TA should review student last name and grade information to ensure that all students logging into a session have entered the correct SSID and that the information is correct in the system.

During testing, the student’s last name and SSID are displayed in the upper left corner of the test screens, so the TA can confirm that students are logged in correctly during testing.

Student identity confirmation helps keep test items secure by ensuring that students have access only to the tests they are supposed to take. Only trained TAs who have signed the Assurance of Test Security form may be given access to the Test Delivery System, Test Information Distribution System (TIDE), or the Centralized Reporting System (CRS) of the OSAS. Under no circumstance may students access the Test Delivery System, TIDE, or the CRS. The [TA User Guide](#) provides additional information about student login and session monitoring.

QTCs and QAs may access secure ORExt materials after completing the required training modules, available at or.k12test.com, and having their credentials verified. Access to the ORExt electronic administration is provided through the following process:

- Account registration required first at or.k12test.com.
- Accounts-In-Training must complete the required training modules on or.k12test.com to become a Qualified Assessor (QA) or Qualified Test Coordinator (QTC).

- QA/QTCs must attend a district test security training and sign/file (with district) an assurance of test security form.
- Credentials for each account on or.k12test.com must be verified by a QTC.

Once verified, student identifiable data will become available and QA/QTC's will now be able to roster students to assess. Once the testing window opens, QAs and verified QTCs will have access to secure testing materials, data entry, and test monitoring.

2.4 Secure Handling of Printed Test Materials and Note Paper

All printed testing materials (e.g., test session management reports, materials with individual student information, and student score reports) for Oregon's statewide summative assessments must be kept secure. Contact your DTC with questions about secure materials. DTCs with questions should contact their [Regional ESD Partner](#).

Printing Individual Test Items, Passages, or Stimuli

The print-on-request tool is set in TIDE prior to test administration, based on individual student need. Consult the [Oregon Accessibility Manual](#) for additional information.



Note: Assigning Print-on-Request. The printing of items/stimuli is intended for those rare instances where a student's condition (e.g., photosensitive epilepsy) prevents the student from accessing material online. Access to printed items/stimuli should **not** be assigned based solely on a student's personal preference. The use of print-on-request should be minimal.

Once a student is approved to receive the printing of test items/stimuli, that student may send a print request to the TA during testing by clicking on the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff who have signed an Assurance of Test Security form (especially if the printer is physically located outside the test environment).

Destruction of Printed Materials and Note Paper

Printed test items/stimuli, embossed braille printouts, scratch paper, and notes must be collected and inventoried at the end of each test session. Printed materials must either be securely destroyed or securely retained as indicated below.

Table 8: Destruction of Printed Materials and Note Paper

Assessment	Must Immediately Destroy Securely	May Retain Securely
Math / ELA	Scratch paper from CAT (includes any paper written on by the student) Printed test items or stimuli	Notes from PT
Science / ELPA Summative	Printed test items or stimuli	Notes
Oregon Extended Printed (Large Print/braille) / Alt ELPA	Printed (completed) test items or stimuli, student notes and teacher materials	Not yet completed test items, stimuli, or teacher materials

If notes will be securely retained, students will write their names (or other identifying information) on their notes. The TA will collect and inventory the notes at the end of each test

session. These materials must be stored securely between test sessions and securely destroyed upon completion of the test.

2.5 Student Confidentiality

Student test materials and reports must not be exposed in such a manner that student names can be identified with student results, except to authorized individuals with an educational need to know. Individual student information and test results must not be made public unless:

- The district has explicitly identified state test results as directory information consistent with Family Educational Rights and Privacy Act (FERPA) guidelines; and
- The release of the data does not expose the performance of students who did not meet the state’s achievement standard; and
- Parents are made aware in advance of the reward and potential consequences of any honor provided to students based on these data and are given an opportunity to decline the honor on behalf of their child.

Secure Student Identifiers (SSIDs) and other confidential personally identifiable student data must remain secure. Displaying student SSIDs with student names in a non-secure place or manner compromises the security of confidential student information. **Student body cards distributed to students are not secure. Districts are prohibited from including student SSIDs on student ID cards or other non-secure materials.**

Only students may log in to their online testing environment. TAs or other staff or volunteers may not log in using a student’s SSID except when helping a student who is having problems logging in. For the Alt ELPA or ORExt, TAs may need to log in on behalf of some students.

Keeping Student Information Confidential

A transmission is “secure” if there is no reasonable expectation that a third party (i.e. someone other than the sender and intended recipient) will have access to the information transmitted.

Secure communication methods. The methods below have sufficient security to transmit both an SSID and personally identifiable information (such as name or date of birth). These are listed in order of ODE security preference; however, districts are free to choose any method(s) from the list.

1. Direct, in-person transmission (written or verbal)
2. A password-protected website or secure district parent and student interface
 - a. **Examples:** ParentVue or StudentVue
3. Sealed mail or package delivery
 - a. **Examples:** US Postal Service or other direct delivery service
4. 1:1 voice or video communication
 - a. **Examples:** telephone, single-person calls using voice/video applications (such as Google Voice, Google Meet, Zoom).
 - b. **Note:** private chat in a group call is non-secure.
5. Secure file transfer owned by district/ESD

- a. **Note:** ODE’s secure file transfer site is reserved for communications involving ODE.
6. Multi-step transmission: secure information is broken into “pieces” and transmitted through multiple communications
7. Encrypted or password-protected document sent via email
 - a. **Example:** Word doc or pdf with password protection

Non-secure communication methods. Any method other than those listed above is not secure and should not be used to transmit both an SSID and personally identifiable information.

While test items must be kept secure, the Family Educational Rights and Privacy Act (FERPA) requires that parents have the opportunity to view their student’s most recent test booklets or a computer-generated list of test items. If a parent requests to view the items on their student’s test, the DTC should inform the [ODE Assessment Team](#). ODE will contact the parent to arrange a secure viewing of test items from their student’s test.

2.6 Sensitive Responses

Appropriately Handling Student Responses or Actions That Cause Concern

Throughout the test administration process, student safety is always the primary consideration. TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. Although TAs are not permitted to review student responses in the testing interface or students’ notes on scratch paper, it is also possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Topics that may require action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect
- Bullying

Collecting and Elevating Information

TAs should have a thorough understanding of school, district, and state policies regarding documentation of student actions or concerning responses during a secure test event. Should the TA encounter a sensitive situation, the TA should document as much information as possible in accordance with school, district, and state policies. The TA should immediately notify appropriate personnel in accordance with school, district, and state policies and procedures.

Crisis Alerts

Districts receive crisis alerts when ODE’s test vendor (Cambium, or CAI) identifies student responses with concerning content. An artificial intelligence engine initially flags these items, which are swiftly reviewed by human readers. All flagged items with concerning content are sent to CAI’s Hotline Direct platform.

Hotline Direct notifies users with a DTC or Response Alert Viewer (RAV) role of new crisis alerts via an email (one per new alert) and will send up to one additional reminder email for each alert that remains unacknowledged in the Hotline Direct application after 24 hours. ODE will be copied on the reminder email, and will reach out to additional district contacts (such as the superintendent) to ensure that district staff are aware of and capable of responding to the crisis alert.

System elements are in place to reduce the chance of flagging the same student response multiple times, but this may still occur.

DTCs must establish a formal process for addressing crisis alerts. The process should include:

- Deciding how many users are needed to ensure crisis alerts are handled in a timely manner. Every district should have a DTC and at least one designated back-up person with DLU or RAV permissions. A district may have any number of RAVs (however, remember that a given email address may only be associated with one role).
- Designating an “order of responsibility” so that there is clear understanding who is responsible for processing alerts in case of absence or lack of availability.
- Making crisis alert content available to, and calling, the building principal. If the principal is implicated in the student’s response, send information to, and call, the district superintendent.
 - The notified administrator(s) should review the crisis alert.
- Establishing proper precautions and procedures, such as test security training for RAVs, regarding the potentially sensitive, secure, and/or confidential information that users will view.
- Calibrating district action based on the student’s response, to ensure that students get the level of support that they need to maintain their safety and the safety of others.
- Other required steps, such as filing a report with the Department of Human Services (DHS) as necessary.
 - District policy should clearly delineate who makes reports to DHS and necessary procedures.
 - Consult information on [mandatory reporting of child abuse or neglect](#).

Consult the [Hotline Direct User Guide](#) for more detail. ODE recommends, but does not require, using the resolution tab of the Hotline Direct application to help track and organize crisis alert processing. A table of [best practices and resources for responding to crisis alerts](#) can be found on the [OSAS Administration Resources](#) webpage. Please contact ODE’s Director of Assessment and Student Reporting for additional support.

3.0 APPROPRIATE TESTING PREPARATION AND PRACTICES

Appropriate testing preparation and practices ensure that students have a fair and equitable opportunity to show what they know and can do, resulting in valid tests. Appropriate testing preparation and practices include two core requirements:

- Core Requirement 1: Students complete the correct test in a supervised, secure, and distraction-free test environment.
- Core Requirement 2: Students have access to necessary, allowable, and appropriate resources.

If either of these core requirements is compromised or absent, an impropriety or irregularity may have occurred, and the incident must be reported to ODE.

3.1 Test Improperities and Irregularities

Neglecting appropriate testing preparation and practices may result in an impropriety or irregularity, regardless of whether the action was intentional, accidental, student-initiated, or adult-initiated. TAs, STCs, or other individuals who have witnessed, been informed of, or suspect a test impropriety or irregularity that could potentially affect the integrity of the tests or the data must follow the steps outlined below in [Section 3.5 Reporting Test Improperities and Irregularities](#).

Test improprieties are behaviors prohibited during test administration because they give students an unfair advantage or disadvantage, or compromise test security or validity.

Test irregularities are unusual circumstances that may potentially affect student performance on the test or the interpretation of student scores. Test irregularities may impact single students, such as prolonged absences that lead to a test expiring before the student returns to complete testing. Test irregularities may also impact a group of students who are testing, such as a safety drill, a school-wide power outage, or a *force majeure* (e.g., a natural disaster).

During an event such as a fire drill or other evacuation, safety is the top priority. If the TA can safely access the TA workstation before evacuating the test environment, then the TA should pause all tests before evacuating. Otherwise, the TA should evacuate and secure the test environment consistent with the school's evacuation policy, then pause all tests upon returning to the test environment (before students return to their stations). This helps to ensure test security and that students do not sit at the wrong computer by mistake.

3.2 Core Requirement 1

Per the first core requirement for appropriate testing preparation and practices, students must complete the correct test in a supervised, secure, distraction-free test environment.

- **Complete:** the student has a reasonable opportunity to respond to all questions on the test and submit the test when they have finished.
- **Correct test:** the student tests in the intended content area using the correct version of the instrument and at the correct grade level.

- **Supervised:** testing is overseen by authorized personnel who have completed all required training and have signed an Assurance of Test Security Form. Supervision includes appropriate administration of the test. Note that some accommodations and supports require increased supervision by TAs.
- **Secure:** secure information (such as specific items and/or stimuli, testing materials, student IDs, and other demographic information, student-generated notes, etc.) is only available to authorized personnel, and used for appropriate testing purposes.
- **Distraction-free:** the test environment maximizes the opportunity for each student to demonstrate what they know and can do on the test.
- **Test environment:** human and non-human factors under district control. May include the location where the student tests, the equipment and resources the student uses to test, persons present in the test environment, and miscellaneous attributes such as the general atmosphere or ambience of the testing location. Consult [Section 2.2 Security of the Test Environment](#) for more information.

Table 9: Examples for Core Requirement 1

Description
• The TA follows required, appropriate test administration procedures. ○ Example: If the test requires that physical materials be made available to a testing student at a given point in the test, the TA ensures that the right materials are made available at the right time. ○ Example: If the test requires that the TA locally score a test item, the TA exercises appropriate supervision to ensure that the student does not enter a score on their own behalf.
• Students are provided an opportunity to complete the test. ○ Students are provided with sufficient time to complete test items. ○ Students have a chance to review items prior to proceeding to the next segment or submitting the test.
• Students are administered the correct test. This includes: ○ Correct testing instrument (ex. ELA CAT vs. PT, general Math Summative vs. Extended Math Summative, ELPA Screener for students without EL status). ○ Correct grade level. ○ Correct version (ex. general vs. braille, in-person vs. remote). ○ Correctly honoring opt-outs (ELA and Math), parent requests for exemption due to disability or religion (Science and ELPA), or declined participation (SEED Survey).
• OSAS assessments are supervised by qualified, trained personnel at all times. ○ Adults who will be present in the testing environment for an extended period for reasons other than supervision (equipment maintenance, monitoring of testing procedures, prearranged observation, etc.) have agreed to uphold appropriate testing procedures and have signed the applicable Assurance of Test Security Form.
• Staff maintain confidentiality of student data as detailed in Section 2.5 Student Confidentiality. ○ TAs use a student's SSID or other secure student information only to help the student log in to their test.
• Students cannot easily perceive or interact with each other's tests.

Description
• There is adequate spacing between testing students, minimal sensory distractions, and minimal interruptions.
• Adults present in the testing environment minimize unnecessary interactions with actively testing students. • Students do not talk to or interact with each other during active testing. ○ Student talk constitutes an impropriety if it affects the result of an active test (by providing an unfair advantage or disadvantage, or by compromising test security or validity). ○ Other types of talk (such as by non-testing students after a test has been submitted, or by testing students “taking a break” to talk about topics entirely unrelated to the test) are prohibited, but should be dealt with through means other than the test impropriety reporting process.
• Test material is used for testing, and not for any other purpose. Only the student has access to test material for that student’s assigned test. ○ Test material is not used to deliver instruction, is not preserved or reproduced outside the test environment, and is not observed or reviewed by the TA. ○ Test material that needs to be stored between sessions (such as printed items, scratch paper, or similar) is stored securely. ○ Test material, including test items and stimuli, is not reviewed or discussed for any reason.

3.3 Core Requirement 2

Per the second core requirement for appropriate testing preparation and practices, students have access to necessary, allowable, and appropriate resources.

- **Access:** student uses, consults, or otherwise benefits from the resource during testing.
- **Necessary:** the resource is made available (not imposed) when: it meets a need as documented in an ITAP, IEP, or 504 plan (for accommodations); or is indicated by an educator or team of educators (for designated supports); or meets a non-testing need (such as health and safety); or it is permitted and appropriate per the rules of the test and test environment (for all other situations, such as assistance with test navigation).
- **Allowable:** the resource is described in the [Oregon Accessibility Manual](#), or the resource’s presence in the test environment has been expressly authorized because it meets an important student need and necessary steps have been taken to confirm or ensure it does not compromise other facets of the core requirements.
- **Appropriate:** the resource equitably supports the student in fully and accurately demonstrating what they know and can do on the test.
- **Resource:** a source of information or help that is independent of the student.

Table 10: Examples for Core Requirement 2

Description
• Student responses represent their own work. Students do not collaborate or help each other with active tests. ○ Examples: talking about test items, passing notes, explanations of test material.

Description
- Any needed resources (such as accommodations and supports) have been authorized, reviewed, and confirmed prior to testing by appropriate personnel. - Access to an unauthorized resource constitutes an impropriety if it affects, or there is reason to believe it affected, the result of an active test (by providing an unfair advantage or disadvantage, or by compromising test security or validity). Otherwise, the presence of a resource in the testing environment, while prohibited, should be dealt with through means other than the test impropriety reporting process (e.g., storing a device with internet search capability in a secure place during the testing session). - Resources meeting an important student need (e.g., medical equipment, visual schedules, communication devices for students with certain disabilities) are allowable in the test environment but may require increased supervision if there is a chance they could provide the student with an unfair advantage. - If in doubt whether a resource is allowable or appropriate, either remove it from the test environment or ensure that the student cannot benefit from it during testing (store it, cover it, power it down, monitor student interactions with the resource, or similar).
- Students do not access the internet while actively testing. - Internet access constitutes an impropriety if it affects the result of an active test (by providing an unfair advantage or disadvantage, or compromising test security or validity). Access to internet content unrelated to an active test, while prohibited, should be dealt with through means other than the test impropriety reporting process.
- Adults provide appropriate verbal feedback and assistance to students, such as how to navigate the platform and encouragement to do their best. Adults do not coach or provide any other type of assistance to students that may affect their responses. - This includes both verbal cues (e.g., interpreting, explaining, paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, nodding head). - Adults do not lead students through instructional strategies such as Think Aloud, ask students to point to the correct answer, or require students to show their work. - Students choose how to navigate the test (as permitted by the test and platform) and how to answer items. Students, not adults, choose their level of effort. This includes the amount of time spent considering an item, leaving items unanswered (as permitted by the test or platform), or even choosing responses that may seem obviously incorrect.
- Accommodations to be used on assessments are documented in a student's ITAP (OAR 581-021-3007), IEP, or 504 plan (IDEA, Sec. 300.160). - Such accommodations should mirror, to the degree possible, supports provided during instruction. - ELPA domain exemptions are a minor exception to this rule in that they cannot be implemented solely based on an ITAP (consult Section 10.0). - Designated supports may be provided without being documented in an ITAP, IEP, or 504 plan; however, any designated supports documented in an ITAP, IEP, or 504 plan must be provided. - The expectation or hope that a given resource may or might benefit a student is insufficient to justify its use. Decisions to provide a support should be made on a student-by-student basis. Providing an unnecessary resource to a student, or wholesale to a group of students, may in fact impose an unfair disadvantage.

3.4 Responding to Student Questions During an Assessment

Helping students with correct responses to test items violates the integrity and validity of the test. If a student asks for help related to the content of their test, the TA should remind the student to “do your best” using the verbatim student directions provided in [Section 7 Administering Online Summative Assessments](#). TAs must not initiate assistance or give any indication that they can help. *TAs should use caution, checking verbal and nonverbal cues to ensure that the student does not receive any inappropriate coaching that may impact a student’s response to a test item.*



Student Comments. TAs must not review test items for any reason. If a student is concerned about an item, TAs may direct the student to enter the concern in Online Comments. However, TAs must not initiate comments on test items. *TAs may, however, immediately report system errors (e.g., technology issues) to the [OSAS HelpDesk](#) and may also report such errors to their DTC.*

The [Oregon Accessibility Manual](#) outlines allowable changes in test administration. Accessibility supports documented in a student’s ITAP, IEP, and/or 504 must be delivered, as these are legally binding documents (one exception regarding ELPA domain exemptions and the ITAP appears in [Section 10.0](#)).



Note: Pop-up messages, warnings, and other system-generated notifications are considered the equivalent of test directions. They may be read aloud to, or translated for, students without constituting a test impropriety.

3.5 Reporting Test Improprieties and Irregularities

All potential test improprieties or irregularities must be reported to the DTC immediately, even if the exact situation is still unclear. *When a test impropriety or irregularity involves a student test, the student must discontinue testing pending the DTC’s investigation.* The student must not resume testing until the district receives authorization from ODE. Continuing testing for a student before receiving authorization from ODE could lead to invalidation of the student’s test.

DTCs are responsible for investigating potential test improprieties and irregularities. If there is reason to believe the impropriety or irregularity provided an unfair advantage or disadvantage to a student, or violated test security or validity, the DTC must submit a report to ODE using the [Test Impropriety and Irregularity Report Form](#) immediately (within one day). Prohibited behaviors or other testing disruptions that do not result in an unfair advantage or disadvantage to a student, and do not violate test security or validity, should be handled locally rather than through the impropriety and irregularity reporting form. For example, if a cell phone or similar device is discovered during testing, but its use did not have an impact on any active test, there is no need to report the incident as an impropriety. Instead, follow the district’s local procedures in compliance with [Executive Order 22-49](#). If there is any doubt as to whether an incident compromised one of the two core requirements, DTCs should report the incident.

If an impropriety report is submitted by someone other than the DTC, the form requests additional information to serve as confirmation that the DTC is aware of and has authorized

report submission on their behalf. ODE will copy the DTC on all communications related to the impropriety. In rare cases where the DTC cannot investigate directly (e.g., due to conflict of interest) and needs to delegate to a DLU or STC, the DTC must notify ODE when submitting the test impropriety report. The DTC should not pass along unread or unreviewed secondhand descriptions of events. Based on the initial report, ODE may request further investigation by the DTC, in which case the DTC must provide results to ODE within 30 calendar days. If the DTC is unable to provide requested information, ODE will approve an outcome for the test record(s) based on the information available, which may lead to invalidation. The DTC may request a letter of final determination from ODE if needed for formal documentation. Otherwise, ODE will provide the DTC with an email report summarizing the ODE-approved outcome.

The DTC's responsibility for reporting testing improprieties extends beyond the close of the test window. Test records can no longer be changed in TIDE after the post-window test status change deadlines: 6/4/27 (ELPA Summative and Alt ELPA) and 6/17/27 (ELPA Screener, general and alternate SEED Surveys, and general ELA, Math, and Science). Tests may be invalidated in ODE data systems until the close of the yearly assessment data validation window in mid-August.

3.6 Consequences of Test Improprieties and Irregularities

ODE will determine appropriate action for a test impropriety or irregularity based on information provided by the district. ODE actions fall into six categories.

- **Invalidate:** Test results and student responses are omitted from the testing, reporting, and accountability systems. The student will not have the opportunity to retake that test.
- **Reset:** The test record is removed, as if the student had never tested. This includes resetting the test expiration period. The student may retest.
- **Reopen:** Grants the student access to items in a partially or fully completed test. A reopen may be used to grant student access to previous segments of a test. Reopening a test in progress does not change its expiration deadline. Reopening a submitted or expired test will start a new 10-day expiration deadline for tests that expire (e.g. ELA/Math CAT and PT, Science).
- **Restore:** Returns a test that was Reset to its prior state.
- **Reassign:** Transfers a test from one SSID to another.
- **Resume:** ODE will make no changes to the test record. There may still be action or instructions for the district (e.g., implement a support and continue testing, allow the test to expire, improve process for future testing).

In cases where Resetting or Reopening is allowable but not required, the district may choose to consult with a student or family to verify whether continued testing is desired. Any outcome permitting a student to retest, or return to and modify a test in progress, requires that district investigation support *all* the following:

- The student did not receive an unfair advantage or disadvantage that will persist into future testing.

- There are no test security concerns.
- Returning to testing or retesting does not pose the student potential harm or undue hardship.

Table 11: Outcomes of Test Improperities and Irregularities

Action	Example situations where action may be appropriate
INVALIDATE	• A student should not have tested or should have taken a different test. ◦ This includes opt-out (ELA and Math), parent requests for exemption (Science and ELPA), and declined participation (SEED Survey). • There is an attempt to use the test inappropriately (e.g. attempts to weaponize the Crisis Alert process). • The DTC/TA investigated an incident and found it likely that a student received an unfair advantage or disadvantage. • Other outcomes are not possible or inappropriate.
RESET	• A student completed, or proceeded past, one or more items without a needed accessibility support. • Test administration involved inappropriate practices. A student needs to retest with appropriate administration practices.
REOPEN	• A test expired due to an unanticipated excused absence, unanticipated school closure, or technological difficulty. • A student unintentionally submitted a test. • A student needs access to a prior segment on a test that was paused for more than 20 minutes (perhaps due to unanticipated interruption of the test session or some other factor that prevented the student from resuming a paused test).
RESTORE	• A test was inadvertently or inappropriately reset.
REASSIGN	• A student attempted or completed a test using the wrong SSID.
RESUME	• A student did not receive a needed accessibility support, but the error was caught before the student completed, or proceeded past, one or more items where the support was needed, <i>and</i> the support can be provided or added to the test without the need for a Reset. • A testing incident occurred, but DTC/TA investigation supports that the student was not provided with an advantage or disadvantage, and that test security or validity were unaffected.

Per [OAR 581-022-2100](#), school districts must abide by ODE decisions regarding student assessment records, whether due to a test impropriety or any other circumstance bearing upon the validity of assessment results.

If a district fails to enter a student's Oregon Extended Assessment (ORExt) score by the deadline identified in [Appendix A: Test Schedule](#) (i.e., the end of test window), ODE will not include the student's score when calculating the district's participation rate for accountability purposes.

In cases where a *force majeure* (including but not limited to power outages or network disturbances lasting for at least one full school day, floods, earthquakes, fires, or pandemics) prevents the district from completing testing, districts may submit a *force majeure* exception request. This request should be submitted as soon as possible, as **it must be received by ODE prior to the close of the test window**. Upon receipt of such a request, ODE may permit a one-

day extension of the testing window or deadline to enter scores as applicable for each day of the *force majeure*, for up to five days. Regardless of when the *force majeure* began or how long it lasted, its effects must be felt within the three business days prior to the close of the test window for an extension to be granted. Districts must apply for this extension starting on the first school day after normal operations resume. **Note: for a severe force majeure that prevents districts from completing testing over an extended period (e.g., more than 3 weeks), ODE will work with the U.S. Department of Education and the impacted districts to ensure valid and reliable accountability calculations. This may include a requirement to test students in the following school year based on their prior grade of enrollment.**

Misconduct and neglect of duty are subject to the district's disciplinary policy and the policy of the Teacher Standards and Practices Commission (TSPC) as appropriate.



TSPC licensure could be jeopardized. Breaches of security through the mishandling of test materials could result in disciplinary action by the Teacher Standards and Practices Commission (TSPC). In certain cases, security breaches could even jeopardize licensure for certified and administrative staff.

Staff should work within district policy and the rules established by the TSPC when a test impropriety occurs. Per OAR 584-20-0041: Misconduct Reporting Requirements, districts must report to TSPC within 30 days the name of any educator who the district reasonably believes may have committed gross neglect of duty as described in OAR 584-20-0040 Grounds for Disciplinary Action. Section 4 of OAR 584-20-0040 defines gross neglect of duty as, “any serious and material inattention to or breach of professional responsibilities.” The district determines whether a test impropriety qualifies as gross neglect of duty.

3.7 ESSA Test Administration Monitoring

Per U.S. Department of Education requirements, ODE monitors test administration in districts (including ESDs) across the state. Monitoring follows a five-year rotation, during which each district and ESD will complete an online test administration self-assessment according to the schedule below. Districts complete this self-assessment once per rotation, although they are encouraged to incorporate it into their ongoing continuous improvement efforts. ODE uses district-provided information to confirm compliance and ensure test validity. In some cases, ODE may determine an on-site visit is needed.

Districts participate in required ESSA Test Administration Monitoring by region:

- 2025-26: Harney ESD, High Desert ESD, Jefferson ESD, Lake County ESD, Malheur ESD
- 2026-27: Grant County ESD, Intermountain ESD, North Central ESD, Region 18 ESD
- 2027-28: Clackamas ESD, Columbia Gorge ESD, Multnomah ESD, NW Regional ESD
- 2028-29: Douglas ESD, South Coast ESD, Southern Oregon ESD
- 2029-30: Lane ESD, Linn-Benton-Lincoln ESD, Willamette ESD
- 2030-31: Harney ESD, High Desert ESD, Jefferson ESD, Lake County ESD, Malheur ESD

Full information can be found in the ESSA Test Administration Monitoring accordion on ODE's [OSAS Administration Resources page](#).

4.0 ACCESSIBILITY SUPPORTS

The [Oregon Accessibility Manual](#) provides information for all roles regarding the selection and administration of universal tools, designated supports, and accommodations for students who need them.

The Oregon Accessibility Manual applies to all students and emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. There is a critical connection between accessibility supports in instruction and accessibility supports during assessment. Therefore, all accessibility supports a student receives on the statewide assessments are to mirror the supports currently being provided to that student in their classroom instruction and assessments.



Note: The [Oregon Accessibility Manual](#), found on ODE's [OSAS Administration Resources](#) webpage, includes the full list of universal tools, designated supports, and accommodations supported for all statewide assessments.

Review the Oregon Accessibility Manual thoroughly before test administration. Testing supports should be determined annually and reviewed again prior to student testing.

Embedded resources are part of the computer administration system. **Non-embedded** resources are provided outside of that system.

Table 12: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Accessibility features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Accessibility features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. Note: accommodations are available only for students with a documented Immediate Temporary Accommodations Plan (ITAP), Individualized Education Program (IEP), or Section 504 Plan, and need to be documented in that plan.

5.0 SCHEDULING TEST ADMINISTRATION

5.1 Testing Time

Testing Time

The table below estimates how much time most students will need to complete components of the OSAS. This information is for scheduling purposes only, as the assessments are not timed. These estimates are based on the amount of time a typical student spends logged into the test. They do not include time needed for TAs to complete non-testing activity such as preparing the test environment, starting computers, loading the Secure Browser, or logging in students. TAs should work with STCs to determine precise testing schedules.

Table 13: Estimated Testing Times for Summative Tests¹

Times are listed in hours: minutes.

Content Area	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
General ELA Computer Adaptive Test	N/A	1:10	1:05	0:50
General ELA Performance Task	N/A	2:30	1:55	1:15
General ELA Total	N/A	3:40	3:00	2:05
General Math Computer Adaptive Test	N/A	0:55	0:50	0:40
General Math Performance Task	N/A	0:50	0:40	0:25
General Math Total	N/A	1:45	1:30	1:05
General Science (Grades 5, 8, and 11)	N/A	1:15	1:10	1:00
Oregon Extended (all content areas)	N/A	0:45-1:30	0:45-1:30	0:45-1:30
ELPA Summative	1:05	1:30	2:15	2:20
Alt ELPA (per domain test)	0:10	0:10	0:15	0:15

Duration and Timing Information for ELA and Mathematics

The scheduling/rules for each of the general ELA and Mathematics assessments are included below. The duration, timing, break/pause rules, and session recommendations vary for each content area. Minimize the amount of time between beginning and completing each content area assessment.

¹ Testing times are calculated at the 75th percentile. Numbers rounded. ELA = English Language Arts/Literacy; Math=Mathematics; ELPA=English Language Proficiency Assessment

Table 14: General ELA Assessment Scheduling

	Computer Adaptive Test (CAT)	Performance Task (PT)
Number and Duration of Sessions	Recommendations: • <i>Schedule at least two sessions (recommended) and six sessions at maximum (rare/extreme)</i> • <i>Sessions last 40–60 minutes.</i> • <i>Administer the CAT before the PT.</i>	Recommendations: • <i>Administer PT Parts 1 and 2 in two different sessions.</i> • <i>Sessions last 60–120 minutes.</i> • <i>Schedule Part 2 with sufficient time for students to complete the full write in one test session.</i>
Breaks within Sessions	Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student may not be able to go back to the items on previous screens. Recommendation: <i>No breaks longer than 20 minutes in a single test session. Instead, plan separate test sessions around extended breaks (e.g., lunch).</i>	The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, they will not be able to review or revise items in Part 1. Recommendation: <i>Students complete Part 1 in one test session and Part 2 the next school day in a separate test session.</i>
Total Duration	Once a student has started the CAT, it will be available for 20 calendar days. Recommendation: <i>Complete within 5 days.</i>	Once a student has started the PT, it will be available for 20 calendar days. Recommendation: <i>Complete within 10 days.</i>

Table 15: General Mathematics Assessment Scheduling

	Computer Adaptive Test (CAT)	Performance Task (PT)
Number and Duration of Sessions	Recommendations: • <i>Administer in one session.</i> • <i>Session lasts 40–80 minutes (for most students).</i> • <i>Administer the CAT before the PT.</i>	Recommendations: • <i>Administer in one session.</i> • <i>Session lasts 40–80 minutes (for most students).</i>
Breaks within Sessions	Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student may not be able to go back to the items on previous screens. Recommendation: <i>No breaks longer than 20 minutes in a single test session. Instead, plan separate test sessions around extended breaks (e.g., lunch).</i>	Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	Once a student has started the CAT, it will be available for 20 calendar days.	Once a student has started the PT, it will be available for 20 calendar days.

	Recommendation: Complete within five days.	Recommendation: Complete within five days.
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Important Reminders:

- The number of items may vary for each student’s test.
- The tests are not timed, so all the time estimates are approximated.
- Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
- The test can be spread out over multiple days as needed.

5.2 School-Level Test Windows

Districts and schools may develop school-level test windows within the ODE-defined test windows to coordinate and allocate resources toward testing. To manage testing resources, school-level test windows may be set for specific content areas and grade levels. Schools should coordinate with the DTC to establish the duration of the school-level test window based on the number of enrolled students the school projects will be eligible to test. School-level test windows for general and Extended ELA, Mathematics, and Science tests must last **at least four calendar weeks**.

Schools may use the school-level test window feature in TIDE to restrict student access to online tests until the start of the school-level test window.



Regardless of the test window a school establishes to complete testing, schools are responsible for ensuring that all students who are enrolled as of the first weekday in May have tested. Except for students who are not tested due to a medical emergency, students

who are enrolled on the first weekday in May who are not tested will be counted as non-participants in accountability calculations. For ELPA Summative, whose statewide test window closes before May 1, districts may use administration code 8 for students who enroll after the close of the statewide test window but who are enrolled on the first weekday in May.

[ESEA](#) Title I Part A, sec. 1111(b)(2)(B)(v), (vii) requires testing of all students annually. Additionally, testing students transferring from other Oregon districts is both a best practice (to ensure the performance of all eligible students is captured) and a professional courtesy to the district from which the student transferred. This helps everyone fulfill their participation responsibilities.

5.3 Student Participation in State Testing

Most students will take grade level assessments under standard administration conditions. Standard administration conditions are those in which the student takes the test in a manner consistent with the policies and procedures contained in this Test Administration Manual and the Oregon Accessibility Manual. A score obtained under standard administration conditions is valid for determining how performance compares to the academic achievement standard. The academic achievement standards, which include achievement level descriptors of performance and cut scores that separate levels of performance, are available on the [Assessment](#) page for each content area.



Standard test administration is required. Non-standard test administration will result in invalidated tests and will not count for participation or performance.

All Students

“All students” includes (but is not limited to) students with disabilities, students with English learner status (ELs), students in special schools and programs (including public charter schools), students for whom tuition is paid to a public school by parents, and students enrolled in non-graded programs. To determine grade equivalences for non-graded programs, subtract five from the student's age as of September 1. For example, a student who is 8 years old on September 1 is assumed to be in Grade 3.

Oregon public school districts are responsible for testing all enrolled students as of the first weekday in May. This applies to all tested subjects and includes private school and home school students who are also enrolled in the district. Private and homeschool students who *are not* enrolled in Oregon public schools do not participate in statewide testing. To test, students must be physically located within the 50 US states or the District of Columbia.

Use test administration code 6 within the Assessment Record Updating Application (ARUA) to exclude students exempt from accountability reporting. (Consult [Appendix C: Accessing Student Scores Online](#) for more information.)

Students in Grades 3 – 8 and High School

All students enrolled in grades 3 – 8 and in high school must take the required OSAS assessments offered at their enrolled grade, including students re-enrolled in the same grade as in the prior year, unless the student is opted out or receives a parent-requested exemption as described later in this section.

In addition to students currently enrolled in grade 11, a grade 11 student is “a student who was first enrolled in grade 10 in the student’s most recent previous year in school.” This definition ensures that students who skip from grade 10 to grade 12 or repeat grade 10 will receive the high school assessment. It is the district’s responsibility to determine whether a student is retained in grade 11. Any student submitted by the district as being enrolled in grade 11 (regardless of their prior grade) on the first weekday in May must take the high school assessments.

Students in grade 12 who elect to participate in the grade 11 assessment(s) to see how they perform in relation to Oregon’s grade 11 standards and/or for college placement purposes should be provided with an opportunity to do so. While retests are not mandatory, districts should make the option available for those students who wish to retest.

Student Refusal or Non-Participation

Some students may stop making progress during statewide testing, or actively refuse testing. The district should attempt to understand and address any barriers to testing. If a good faith effort has been made, and it becomes clear there is no realistic expectation that the student will make further progress in the test, the test should be paused and the student excused. It should be made clear to the student that they may change their mind and resume testing at any time during the remainder of the test window; otherwise, the test will eventually expire

and will be treated like any other incomplete or unopened test. The district should not attempt to compel a student to test in the face of persistent refusal, or when testing would result in undue harm or hardship to the student. Consult the [Right Assessment for the Right Purpose](#) for discussion of student participation and a potential “inflection point” on general ELA and Math tests.

A parent, guardian, or student of any age may decline to participate in the SEED Survey at any time, for any reason. This may be done verbally or in writing.

Students with EL Status

Students eligible for English language development services under Elementary Secondary Education Act (ESEA) are referred to as English Learners (EL) (Sec 8010 – ESSA). All students with EL status are eligible to participate in the Oregon Statewide Assessments. Federal law and ensuing case law require that students with EL status be given equal opportunity to participate in and benefit from any program or activity customarily granted to all students. Because students with EL status must be offered instruction at their grade level, they are *not eligible* to take an Extended Assessment unless they are on an Individualized Education Program (IEP) and meet the eligibility criteria outlined in ODE’s [Alternate Assessment Decision Making Guidance](#).

Oregon Statewide Assessments offered in a student’s language of origin are considered standard administration, and eligible student scores meeting the achievement standard count as meeting the standard in accountability calculations. Oregon currently offers an English/Spanish toggle for Oregon’s general Math and Science tests. These translated tests are available for any student consistent with the guidance included in the [Oregon Accessibility Manual](#).

The needs of each student must be considered individually for each assessment based on what is in the best interest of the student, not on participation in a particular program or identification as a student with EL status. An instructional team consisting of: the student’s parent and/or the student; Title IC-Migrant, EL Staff, Bilingual Staff, or Title IA teachers; the student’s classroom teacher; and other knowledgeable professionals; should make decisions about student testing conditions including the accessibility options described in the [Oregon Accessibility Manual](#). This team should be familiar with the individual student’s abilities and areas of need and should weigh the following types of evidence:

- Samples of student work that would represent an appropriate English reading level
- The student’s literacy in their preferred language
- The language spoken in the home, both by the student and by adults in the home
- Support programs, including first and second language development programs

Test administration for students with EL status who also have an ITAP, IEP, or 504 plan must follow the procedures documented in that plan, which may include administration of the test using accessibility supports specific to the student’s needs (consult the [Oregon Accessibility Manual](#)).

Students eligible for ELD services must be tested in all required areas under the statewide assessment system in addition to ELPA Summative. **Testing requirements are based on first**

enrollment date, which applies to enrollment anywhere in the 50 U.S. states or the District of Columbia, not just in Oregon or in your school.

Table 16: Assessment Requirements for Students with EL Status Based on Enrollment Date

Enrollment Timing	Date of First Enrollment in Any U.S. School (50 U.S. states or D.C.)	Tests Required in 2026-27
Enrolled after first weekday in May this year [†]	5/2/27 – end of current school year	None
Enrolled “late” for ELPA Summative this year [†]	3/22/27 - 5/1/27	Math** Science***
Enrolled “late” the preceding year or earlier this year	5/2/26 - 3/21/27	ELPA Summative/Alt ELPA* Math** Science***
Enrolled in previous years	Before 5/2/26	ELPA Summative/Alt ELPA Math Science*** English Language Arts

ELA, Math, and Science references in this table include the general and Extended versions.

[†] Participation requirements are addressed in Title IA federal law (Section 1111).

*Counts for English Language Arts participation in accountability calculations; students are excluded from ELA performance calculations. The Alt ELPA has specific eligibility requirements. If student enrolls after the close of the ELPA Summative window but prior to 5/2, use administrative code 8.

**Beginning in 2026-27, newly arriving students with EL status are included in Math participation and performance calculations.

***Science performance is reported, but not used for accountability.

Not every test is administered in every grade. Refer to [Appendix A: Test Schedule](#) for the grades at which various assessments are administered.

Students with Disabilities

Both the Individuals with Disabilities Education Act of 2004 (IDEA) and [OAR 581-022-2110 Exception of Students with Disabilities from State Assessment Testing](#) require that individuals with disabilities be given equal opportunity to participate in and benefit from any program or activity customarily granted to all individuals with appropriate adaptations. Therefore, all students with disabilities are eligible to participate in the Oregon Statewide Assessment Program.

The student’s Individualized Education Program (IEP) team, which includes the student’s parent or guardian, makes the decision regarding the most appropriate method for a student with disabilities to participate in testing. Each student must be considered individually and not merely based on the student’s disability category. If a student’s IEP specifies that a student should take an Extended Assessment or the Alt ELPA, then the district must provide the student with that test. When assessing a student with a disability, the district must also ensure that the assessment fully complies with all IDEA requirements as specified in the IEP Guidelines.

Student test records include an accommodations flag field. This flag is federally required for students with an ITAP, IEP, or 504 plan who take an assessment with an accommodation from the Oregon Accessibility Manual. Use of this flag (recording “Y”) indicates that the student received one or more accommodations (whether embedded or non-embedded). Authorized district or school staff may set the accommodation flag either through the student test setting screen of the Test Information Distribution Engine (TIDE), or through the Assessment Record Updating Application (ARUA). Your [Regional ESD Partner](#) is trained on the ARUA and the management of student records.

Assessment Options for Students with Disabilities

Students with disabilities may participate in required ELA, Math, Science, and ELPA assessments via a combination of the following:

- General or Extended/alternate (ORExt, Alt ELPA)
- Standard administration or with accessibility supports

Braille Interface for Online Testing

The general ELA, Mathematics, and Science assessments are available to students who use braille through a Braille Interface, which provides students who use braille with access to the adaptive online tests. Contact the Teacher of the Visually Impaired assigned to that student with questions regarding the administration of the online Braille Interface, or the Cambium helpdesk at osashelpdesk@cambiumassessment.com or 1-866-509-6257.

ODE has coordinated with the Regional Special Education Districts and the Oregon Textbook and Media Center (OTMC) to provide the necessary software and equipment to those districts serving students who use braille. For more information, consult the [Assistive Technology Manual](#).

Opting Out of Statewide Math and ELA Assessments

ORS 329.479 establishes a Student Assessment Bill of Rights permitting parents/guardians (or adult students) to annually opt their student(s) out of statewide summative tests in English language arts and mathematics. This right applies to both the general and alternate (Oregon Extended) tests. In accordance with ORS 329.479, a school district must have a policy and practice that requires all students to participate in the statewide summative tests in English language arts and mathematics unless a parent/guardian or an adult student annually chooses to excuse the student from taking the statewide summative tests by completing the form established by the Department of Education and submitting the completed form to the school district for the school that the student attends.

In addition, ORS 329.479 requires school districts and public charter schools to provide supervised study time for students who are opted out of testing.



Opt-Out Eligibility. ORS 329.479 confers a right to opt out of the Math and ELA summative assessments on parents. It is a violation of both state and federal law for a local education agency, including school boards, district staff, or school staff, to opt a student out of testing on behalf of a parent.

Communication Protocols

Consistent with the requirements of ORS 329.479, ODE has developed an annual notice (available through ODE's [OSAS Administration Resources](#) webpage) that describes these assessments, identifies the timeframe when the assessment will most likely be administered, and identifies an adult student's or parent's right to excuse the student from testing. **Districts and public charter schools must provide parents with the ODE-developed annual notice at the beginning of each school year.** In addition, districts and public charter schools must provide parents with separate notice at least 30 days prior to administering the statewide summative assessments in Math and ELA using the ODE-provided 30-day notice and opt-out form (also available through ODE's [OSAS Administration Resources](#) webpage), or a district-created form that exactly reproduces the language of the ODE-provided form. School districts and public charter schools must use the language of the 30-day notice and opt-out form provided by ODE to communicate with all parents about state testing requirements and their right to opt out for high school students by **January 2, 2027**, and for students in Grades 3-8 by **February 28, 2027**.

Per [OAR 166-400-0060: Student Education Records](#) and [OAR 581-022-2270: Individual Student Assessment, Recordkeeping, and Reporting](#), districts must retain non-federally required student records, such as parent-submitted opt-out forms, for at least three years after the record was created.

It is ultimately the responsibility of the DTC to ensure that communication requirements regarding ORS 329.479 are fulfilled within their district.

While districts may communicate with parents using existing communication protocols—including but not limited to fall registration materials, parent conferences, electronic media, or letters home—ODE encourages districts to account for the following considerations to ensure accurate, consistent communication across classrooms and schools within the district:

- Establishing a district policy around the administration of the statewide assessments required under both federal and state law, and communicating this policy to all district and school staff to ensure consistent understanding.
- Communicating to all district and school staff about the purpose of the statewide assessments to ensure consistent understanding about the role these assessments play in systems accountability and ensuring equitable opportunities for all Oregon students
- Ensuring that the entire combined 30-day notice and opt-out form is provided to parents; providing only the opt-out form without the 30-day notice deprives parents with the context needed to make an informed decision about participation and violates state policy.
- In addition, ODE offers the following examples of appropriate and inappropriate communications regarding opt-out rights. What is critical in these communications is that parents are engaged in the communication and that non-adult students are not subjected to undue influence by educators or staff during working hours.

Table 17: Opt-Out Communications

Examples of Appropriate Communications	Examples of Inappropriate Communications
Posting ODE’s opt-out form on district/school website	Making repeated announcements to non-adult students (e.g., over school intercom systems, assemblies) during working hours reminding students to pick up ODE’s opt-out form
Sending ODE’s opt-out form through Parent emails or a Parent newsletter	Initiating a discussion of ODE’s opt-out form or process with non-adult students during working hours
Making ODE’s opt-out form available during public meetings	Repeatedly reminding non-adult students to submit ODE’s opt-out form during working hours
Providing adult students with ODE’s opt-out form at the end of class	Encouraging students to submit ODE’s opt-out form during working hours

Parent-Requested Exemptions for All Other Assessments

For all other required statewide assessments (general and Extended Science, Alt ELPA, ELPA Screener, and ELPA Summative), parents may request that their student be exempted from state testing based on either **disability** or **religion**. [OAR 581-021-0009: Exemptions](#) allows school districts to excuse students from a state required program or learning activity, including state testing, to accommodate a student’s disabilities or religious beliefs. For a school district to excuse a student from testing under this rule, the student’s parent must submit a written request to the school district, listing the reasons for the request and proposing an alternative individualized learning activity for the student that meets the same goals that would be accomplished by participation in state testing. Appropriate school personnel must evaluate and approve the parent request. When reviewing a parent’s request for exemption, school district personnel should first discuss the use of accommodations with the parent to determine whether the use of those chosen during testing are most appropriate and might address the parent’s concerns, allowing the student to participate in testing.

If the school approves the request, and the student has already begun or completed testing, this constitutes a testing irregularity and must be reported as such, even if the test was administered in good faith. All such irregularities will result in invalidation.



Note: Distinguishing opt-outs from parent requests for exemption. The term “opt-out” refers to the legislatively created process that applies specifically to the ELA and Math assessments. Parents may opt their student(s) out of statewide summative assessments in Math and ELA at their discretion by submitting the state-created opt-out form.

For all other assessments, [OAR 581-021-0009: Exemptions](#) allows parents to request that their student(s) be exempted from testing based on disability or religion. Unlike the opt-out process for Math and ELA, parent requests for exemption for all other tests must satisfy the following conditions:

- Be submitted in writing to the district (there is no standardized form)
- Include reason(s) for request (disability or religion)
- Propose an alternative learning activity for the student
- Is subject to district review and determination whether to approve

Table 18: Opt-Out or Parent Request for Exemption

Assessment	Opt-Out or Parent Request for Exemption
General and Extended ELA / Math	Opt-out
General and Extended Science / ELPA Summative, Screener, and Alt ELPA	Parent request for exemption

Neither the opt-out nor the parent-requested exemption process supersedes federal and state requirements that hold districts accountable for testing all students. This means that students who do not test because of an opt-out or parent-requested exemption are counted as non-participants in accountability calculations. Opt-outs and parent requests for exemption apply only to a single school year. If a student is to be opted out or exempted from testing in a subsequent year, a new request must be submitted.



Non-participants. For *all* required assessments, students who are enrolled in school during the statewide testing window who are not tested due to a parent-requested exemption must be counted as non-participants (consult [Appendix C: Accessing Student Scores Online](#) for instructions on noting this in Assessment Record Updating Application [ARUA]).

Declining to Participate in the SEED Survey

Per [ORS 329.078](#), districts must make the SEED Survey available to students in Grades 3-11. Parents, guardians, and students of any age must be allowed to decline participation in the Survey at any time, verbally or in writing.

Preventing or Reporting Participation-Related Testing Irregularities

Parents, guardians, and adult students may request to opt out of testing, or request an exemption based on disability or religion, at any time prior to the end of the test window. This includes partially or even fully completed tests. **A discrepancy between student testing and an opt-out request or parent request for exemption always constitutes a testing irregularity and must be reported as such**, regardless of when the student tested, when the request was received, or if the test was administered in good faith. The ODE determined outcome for this type of irregularity will always be invalidation.

Opt-outs and parent requests for exemption **must be recorded** using the Parent Request for Exemption and Parent Opt-Out fields in TIDE, and tests associated with the opt-out or parent request for exemption **must be blocked**. A student record with a Parent Request for Exemption or Parent Opt-Out field flagged in TIDE cannot be saved until all tests flagged in those fields have been blocked. The [TIDE User Guide](#) contains instructions for blocking tests.

While several roles have permissions to block tests in TIDE, it is important to verify local procedures with the DTC first. Do not block tests based on a verbal statement of intent to opt-out or exempt; a signed, completed opt-out form, or a written request to exempt based on disability or religion, is *always* required.

To reduce the likelihood of error and inappropriate testing, ODE recommends taking the following steps for all opt-out requests or parent requests for exemption:

1. Upon receipt of signed, completed opt-out form, or after approving a written parent request for exemption, block all tests covered by the request in TIDE.
2. If the block was activated after the opening of the test window, verify which tests the student has already begun or completed. If one or more tests match tests covered by the request, notify the DTC, who will report the irregularity.
3. The DTC gathers and stores all signed opt-out forms in one or more safe locations.
4. The DTC ensures that opt-out and parent exemption administration codes are entered in TIDE and in ARUA. For students who do not test, a virtual record capable of accepting the code will be created in June.

5.4 Providing for Students Who Are Not Testing

To the extent possible, districts should avoid having anyone in the test environment who is not actively involved in testing, including other students. When a district cannot avoid having non-testing students present in the test environment, the district should arrange the test environment to ensure that the following requirements for secure and valid testing are met:

- **A quiet environment, void of talking or other distractions that might interfere with a student's ability to concentrate or compromise the test situation.** When setting up the test environment, the TA should only provide non-testing students with quiet activities that will not cause a distraction to students who are testing.
- **Test items observed only by the student taking the test.** To protect the security of the test items, access to the test environment should be controlled to prevent anyone other than the student who is testing from being able to perceive the test items. When students who are not testing are present in the test environment, districts should arrange the test environment so that non-testing students are separated from those who are testing. This ensures both that the non-testing students cannot perceive their classmates' secure test items, and that testing students cannot access any non-allowable resources that their non-testing classmates may be using.

ODE acknowledges that providing alternative activities for non-testing students can present a challenge. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.

6.0 PLANNING FOR TEST ADMINISTRATION

6.1 Establishing Appropriate Testing Conditions

STCs and TAs will need to work together to determine the most appropriate testing option(s) for students. Most students across Oregon will test in-person; however, some students may test remotely depending on the instruction that student receives.

- Students who receive predominantly *in-person instruction* will test in person (even students who may receive some instruction remotely).
- If a student receives predominantly *remote or online instruction*, **the school may offer that student** summative assessments remotely or at an approved in-person location. The following requirements for testing conditions assume in-person testing and should be applied to remote testing whenever feasible. Test environments must meet the requirements described in [Section 2 Test Security](#).

Prepare the testing environment based on factors such as the number of computers available, the number of students in each tested grade, the estimated time needed to complete each test, and students' individual needs. Testing students in classroom-sized groups is preferable because it allows the TA to monitor and control a primary testing environment.

Conduct test administration in a space that does not crowd students, free from distractions and interruptions, and meets the needs of individual students. If helpful, place a "TESTING—DO NOT DISTURB" sign on the door, or signs in halls and entrances to reroute hallway traffic.

Arrange student seating prior to the test administration. Choose seating arrangements that discourage students from aiding one another and prevent students from viewing other students' tests.

Establish procedures to maintain a quiet testing environment. Some students will finish before others. If students are allowed to leave the testing room when they finish, explain exit procedures for leaving without disrupting others and where they should go. If students will remain in the testing room, instruct them on what they may do after finishing the test. [Section 5.4 Providing for Students Who Are Not Testing](#) has additional guidance.

Remove or cover information or resources (including rubrics, vocabulary charts, student work, posters, graphs, charts, etc.) that might help students answer questions. **Devices with internet search capability (smartphones, smartwatches, smart glasses, tablets, and so on) should be inaccessible during the student's test session (e.g., turned off and put away)** unless previously approved as appropriate and allowable for the testing environment.

6.2 Preparing for Test Administration

To help preserve test security and ensure valid and reliable test results:

- Ensure that tests are only administered by personnel who have received training in test administration and have signed an Assurance of Test Security form for the current school year. **(Remember: TAs administering tests using the Braille Interface must**

receive both district-provided test administration and security training and ODE-provided training specific to the Braille Interface.)

- Review the [Oregon Accessibility Manual](#), paying special attention to any accessibility supports that your students will need.
- If you are administering an online general summative test (ELA, Mathematics, Science, or ELPA Summative), review the [Test Administrator User Guide](#) to ensure familiarity with both the TA and student interfaces of the online testing system.
- Review your notes from Test Administration training.
 - Immediately contact your STC if you have not been trained **this year**.
- Plan make-up testing time for students who are absent for any portion of the regular testing period. Provide all students with an opportunity to complete the test.



When students move within the state, their data record must be updated at least 24 hours before the student begins testing in the new school or district. District personnel responsible for enrolling new students should confirm whether a new student already has an SSID before creating a new SSID. Failure to do so may result in multiple SSIDs being assigned to a student. Contact your [Regional ESD Partner](#) with any questions.

- Ensure that testing equipment such as computers and headsets are functioning correctly and have the most recent updates.
- Examine the test environment for non-allowable resources.
- Review the verbatim student directions found in [Section 7 Administering Online Summative Assessments](#) prior to testing.
- Locate and verify student information prior to testing online, including:
 - SSID
 - Name associated with student's SSID
 - Student's enrolled grade
 - Any accessibility supports to be assigned to the student in TIDE (consult the Oregon Accessibility Manual)



Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student begins testing**. Updates may take **up to 24 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the students testing without needed accessibility supports, which is a testing impropriety.

Only students with an EL flag set to “yes” in TIDE can take the ELPA Summative. Only students with a special education flag set to “yes” in TIDE can take an Extended assessment. These flags must be set in ODE's SSID system and cannot be edited in TIDE.

6.3 Preparing Students for Testing

Sample and Training Tests

In preparation for testing, it is highly recommended that all students access the Sample Tests and/or Training Tests to become familiar with the testing interface, embedded accessibility supports, and item types they may encounter in the online tests.

- OSAS Sample Tests (available through the [OSAS Portal](#)) allow students to preview the grade-level content, format, and structure of the general ELA, Mathematics, Science, and ELPA Summative testing environments. Sample tests are for student practice only (not for classroom summative purposes). [Scoring guides](#) for some sample tests are available on the OSAS Portal.
- OSAS Training Tests (available through the [OSAS Portal](#)) allow students to practice interacting with the general ELA and Mathematics testing interface, including all CAT item response types and available accessibility tools and resources. The Training Tests include a limited number of items. One Training Test is available for each grade band.



Use the TA Training Site, the Training Tests, and the Sample Tests for all training or practice sessions. **Using the live Student Interface or TA Interface for practice is a test impropriety.**

ALL students should be familiar with the testing environment prior to summative assessment administration. Teachers are encouraged to conduct a group walk-through with their students to promote familiarity with the testing format and basic test rules. The sample and training tests are especially beneficial for students who have not previously participated in online testing. Students and parents can access the sample tests to increase their familiarity with the testing platform and test item types.

Incentivizing or Dis-incentivizing Testing

It is permissible to offer minor incentives for testing (e.g., offering rewards or recognition to honor student effort or celebrate test completion). Districts choosing to use rewards or encouragements for test participation should remain within ethical and legal guidelines, including local school board policies. Districts should use incentives fairly and pay special attention to who does or does not receive a given reward. Districts should also take care to avoid unintended consequences such as publicly honoring a student against the family's wishes (consult [Section 2.5 Student Confidentiality](#)). Note that any use of incentives should take place outside of the testing environment to avoid the risk of testing improprieties.

It is not appropriate to use incentives inside or outside the test environment to influence student testing behavior, including but not limited to: grading any facet of testing; linking rewards or punishments to (perceived) student effort; or preferential treatment of students who engage in a desired behavior.

It is not permissible to schedule whole-class testing sessions concurrently with periods of significant instruction and graded student work. Whether intentional or unintentional, this requires students to choose between their class performance and participation in state testing. Sufficient instruction- and classwork-free time should be set aside each year to provide every student with a reasonable opportunity to complete state testing. [Section 5.1 Testing Time](#) provides testing time estimates that may help with planning for equitable testing opportunities.

It is permissible (and sometimes necessary) to concurrently schedule testing and instruction for small groups of students (e.g. make-up testing, multi-grade classes, testing in content areas unrelated to the class content). However, it is not permissible to purposefully schedule instruction and classwork to discourage student participation in state testing.

6.4 Test Rules and Expirations

Basic Test Rules

- Students may not return to a test once it has been completed and submitted.
- The ELPA Summative and Alt ELPA are administered as four separate domain tests.
 - A student may take these tests in any order, including working on one while another is paused.
 - Students may choose not to answer (“skip”) items on the ELPA Summative and Alt ELPA. The tests may be submitted with unanswered items.
- For the general ELA, Math, and Science tests:
 - Students **must answer all test items on a page** before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page. Students must answer all items before the test can be submitted.
 - “Answering” a constructed response item means taking any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the spacebar, clicking anywhere on a Grid Item - Hot Spot item, etc.
- For all instruments delivered via the OSAS test delivery system (general ELA, Math, Science, ELPA Summative, Alt ELPA, and SEED Survey):
 - Students may mark items for review.
 - Students may use the **Items** drop-down menu to return to marked or unmarked items within a segment prior to submitting their test for scoring.
- For all instruments delivered via the or.k12test.com platform (ORExt ELA, Math, Science, and Alt SEED Survey):
 - There is no pause option.
 - Students may choose not to answer items (“no response”).
 - Students may return to any item that has not yet been answered. Students may not return to answered items.

Pause Rules

Students resume a paused test through the normal log in process. In the event of a technical issue (e.g., power outage or network failure), the system will log students out and pause their test.

If the test has been paused for **fewer than 20 minutes**, the student can view and modify all items they had access to before they paused.

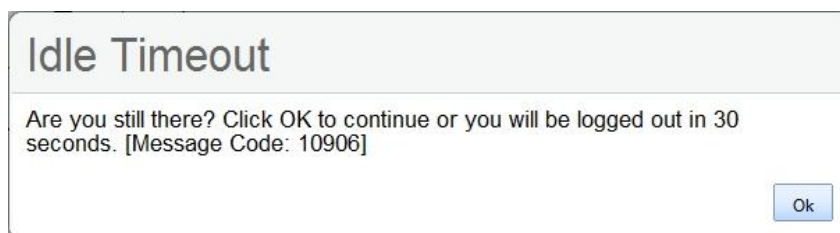
If a general ELA CAT, general Math CAT, or general Science test is paused for **20 minutes or more**, upon resuming the test the student will return to the first unanswered test item, and may only review or modify items on that screen and the following screens. If they paused partway through a group of items (e.g. a series of items all related to the same stimulus), they may return to and modify items in the group.

If a general ELA PT, general Math PT, Alt ELPA, ELPA Screener, ELPA Summative, or SEED Survey is paused for **20 minutes or more**, upon resuming the test the student will return to the first unanswered test item. They may return to and modify any item in the same test segment.

Test Timeout (due to inactivity)

As a security measure for all online tests, students are automatically logged out of the test after **20 minutes** of test inactivity. *Activity* means selecting an answer or navigation option in the test (e.g., clicking **[Next]** or **[Back]** or using the **Past/Marked Questions** drop-down list to navigate to another item).

Before the system logs the student out of the test, a warning message will be displayed on the screen. The student has 30 seconds to click **[Ok]**, which restarts the 20-minute inactivity timer.



Similarly, the TA will be logged out after 20 minutes of inactivity and the test session will automatically close.

Test Expiration

A student's online summative test remains active until the student completes and submits the test or until the test expires. Authorized users may track test expiration dates through the participation reports in TIDE (review the [TIDE User Guide](#) or contact your [Regional ESD Partner](#) for assistance).

- The general ELA CAT, ELA PT, Math CAT, Math PT, and Science assessments expire **20 calendar days** after the student begins the test.
- The ELPA Summative and Alt ELPA do not expire.

[Section 5.1 Testing Time](#) has recommendations for the number and duration of sessions.

Breaking up the Test

For students who need more than the estimated time to finish testing, you may wish to break students' testing into shorter sessions. ODE recommends that general assessments (ELA CAT, ELA PT, Math CAT, Math PT, Science, ELPA) be completed over 1 – 3 consecutive days.

Breaking up a test requires great care to avoid breaches of test security.

- Remind students before they begin that they will be resuming the test at another date/time.
- Minimize time between beginning and completing each test within a content area.
- Securely shred any printed test items or stimuli (including reading passages); do not retain across test sessions.
- When resuming a test, TAs must review the process and re-read the student directions.
- Become familiar with the pause rules above.

7.0 ADMINISTERING ONLINE SUMMATIVE ASSESSMENTS



Note: The remote test experience may differ slightly from what is described here. TAs should refer to the specific guidance included in the [Remote Test Administration Certification](#) course and the [Remote Testing User Guide](#).

7.1 Assessment Administration Procedure

Students Log In

On the first screen, students enter the Session ID, the last name associated with their SSID, and their SSID. This must match a record in Consolidated Collections – SSID System, so the student must use their last name exactly as it appears in the SSID system. The TA should verify the correct SSID is used, as multiple students may share a last name. If the student is unable to log in, a system message will describe the reason (an invalid SSID for example) and prompt the student to try again. The TA can look up the correct information using *Student Lookup* in the TA interface. Students are only imported into the OSAS online testing platform if their SSID record has been updated for the current school year. For assistance with the log-in process, please contact your [Regional ESD Partner](#).

The second screen calls for verification of student information. TAs should confirm the information for students who need assistance (such as younger students). If the student's information is incorrect, instruct the student to select "No" to exit the student login.

Students who continue to the following page can now select from test(s) that the TA enabled when creating the session.

Approving Students for Testing

After students log in, the TA **verifies that these are the correct students** to take the test and approves the students' login requests. The upper right corner of the TA screen displays a list of students who are awaiting approval.

The TA should monitor students' test selection. The TA can click **[Approvals (#)]** to open the Approvals pop-up window. Before approving students to test, TAs must review student test settings, to ensure that they are correct. The TA can either click the green checkmark to approve each individual student (recommended) or, when satisfied that all students in the list can be approved, click **[Approve All Students]**. *If any test settings are incorrect, the TA must NOT approve that student. If a test is approved by mistake, the TA should pause the student's test and contact their DTC immediately.*

After approving students, the TA should remind students to verify that their test subject and test settings are correct. *Note that once a student starts a test, some test settings can no longer be changed for that test.*

Any headsets to be used must not violate the construct or security of the test (for example, no headsets with recording capabilities, no headsets that grant access to non-allowable resources such as the internet). The TA should ensure that students are using only headsets previously approved by the district. After verifying test subject and settings, some tests will ask the

student to check that the headphones and microphone are working. If the student is having trouble, the TA should check headphones and microphone placement and connection to the computer. If the system still does not work, the TA should contact their [Regional ESD Partner](#).

Each student will be logging in at a different time. The TA should monitor the session and log in all students who are currently ready before assisting any students who are having problems.

Monitoring Testing

Once students have started their tests, the TA circulates through the room to ensure that test security is maintained (consult [Section 2 Test Security](#)). If the TA witnesses or suspects a test impropriety, they should contact the STC or DTC immediately.

Students approach test taking differently. A student who appears to be daydreaming may be mentally working through a test item. Interactions between a TA and a student during testing must be kept to a minimum. Before approaching a student to remind them to stay on task, the TA should consider that student's individual needs and test-taking style.

The TA Interface also shows student testing progress. The interface will not show test items or scores but will display a count of how many items have been delivered to each student (e.g., question 24 of 40).



ELPA Summative “Too Soft” Recording Warning. When students record their speaking responses on the ELPA Summative, a “too soft” warning may appear on the student’s screen. The TA may instruct the student to listen to their recording to make sure the student can clearly hear their response. The student may re-record their answer or move to the next test item if satisfied with their response. **The student does not need to re-record their answer if it sounds okay when they listen to it.**

Ending the Test Session and Logging Out of the TA Site

After answering the last item in each segment, the test prompts the student to review answers (marked and unmarked) for all available items, or to end the test. Tests can no longer be paused after the last item has been presented. Consult [Section 6.4 Test Rules and Expirations](#) for more information. The TA should give students a brief warning approximately five minutes before the end of the test session.

Students may end their test after answering the last question. They may click **[REVIEW MY ANSWERS]** to review their answers first. Once a student clicks **[SUBMIT TEST]**, the student will not be able to review answers.

The TA is responsible for closing out the testing session. Be sure students successfully log off from the Secure Browser, be sure to log out of the TA session, AND close the browser used for monitoring the session. Collect any scratch paper or printed test materials for secure destruction consistent with [Section 2 Test Security](#).

7.2 Student Directions for Administration

To ensure that students understand which test they are taking and correctly log in to the proper test, it is important that TAs review these directions with students prior to testing. The directions are organized into the following stages: (1) student directions for taking the test, (2)

log-in directions, (3) student directions during testing, and (4) directions for ending the test. (Note: For ELPA Summative, each stage of directions is provided in a simplified version for Kindergarteners and 1st grade students as well as a standard version for students in grades 2 – 12.) TAs should be attentive to the needs of individual students who are new to Oregon’s online testing system. Translated Spanish student directions appear immediately following the English directions. The directions below may be translated to the student’s preferred language and will count as a standard administration. The person reading the translated directions must be approved by the school district and fluent in the language in question. Directions for remote testing can be found on the [OSAS Administration Resources page](#), in the Remote Testing Resources accordion. Translated test directions for [ELPA Screener](#), [ELPA Summative](#), [Math and ELA Summative](#) and [Alt ELPA](#) can be found on the [state testing portal](#).

It is permissible to provide students a written copy of these directions, including translating them into another language. This should supplement existing supports and TA assistance, not replace them. The student should be literate in the language of presentation and there should be confidence that the provision of written instructions will be of benefit to the student (not a source of potential confusion or additional cognitive load). The district should also have plans in place for responding to any questions the student may have.

All directions that the TA must read to students are in boxes so they stand out from the regular text. TAs must read these directions exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, “I made a mistake. Listen again,” then read the direction again.

Student Directions (English)

Student Directions for Taking the Test

To maintain test security and avoid student coaching, TAs must read the script below verbatim to students prior to having students log into a general summative test for ELA, Mathematics, Science, or ELPA. This section includes simplified K-1 directions for the ELPA Summative.

Today, you will take the [name of test] test. Before we discuss how the test process works, it’s important to ensure that you are calm, focused, and understand how the test results will be used.

We know that taking tests can be stressful or you may feel some anxiety, and it is okay to have those feelings. Many students do. *[The following is optional text. TAs may substitute their own calming procedure if appropriate. “I want everyone to take a deep breath. Breathe in deeply and breathe out slowly. Feel your body calm down.”]*

Being calm will help you focus and do your best work.

[ELA, Math, and Science: This test will help Oregon educators understand where our class is strong and what your teachers might need to focus on next year. The results from tests like yours will help us improve teaching and learning for students across Oregon. Test results won’t be used to make decisions about individual students or individual teachers.]

[ELPA Summative: *This test will help your teacher know if you need to continue in the English learner program next year.]*

This test is a chance for you to show us all what you know and can do! In our normal classroom work, we all help each other, but here it is important that you demonstrate your own knowledge and skills.

Worrying during test-taking is understandable. It is okay to do what you need to do to take care of yourself during the test taking process.

Now I will explain how the testing process works. First, let's go over some test rules.

[Braille ELA: *Each question will be presented in braille through your refreshable braille display. Questions that include a table, chart, or graph will be embossed into braille for you to read. You can also request to print any question, and it will be embossed into braille for you to read. You will use your refreshable braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable braille display or keyboard, please raise your hand.*

Braille Math and Science: *Each question will be read aloud to you through your computer's screen reader and will be embossed into braille for you to read. You will use your refreshable braille display or computer keyboard to select your answer to each question and move through the test. If you need help using your refreshable braille display or keyboard, please raise your hand.]*

[Grade 8 Math PT: *Some of you may receive a task that asks you to choose between different topics. You may choose the topic you like best or select "Choose a Topic for Me" instead. Your choice becomes final when you select "Next."*

TA: Consult [this resource](#) to learn more about choice topics on the G8 Math PT, including how to help students who may have trouble choosing a topic.]

Give what you think is the best answer to each question even if you are unsure. Mark the question if you want to remember to review that answer later. You may go back and change the answer during this test session.

[ELA PT and Math CAT (grades 6 – 8 and 11): *This test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.]*

You may pause at any point by clicking PAUSE. Please raise your hand if you need a break and ask permission before clicking PAUSE.

[ELA CAT, Math CAT, and Science: *You must answer each question on the screen before going on. If you pause your test for 20 minutes or more, you will no longer be able to go back and change your answers]*

Your answers need to be your own work. Please pay attention to your own test and remember, there should be no talking.

[ELPA Summative: When you record your speaking responses, a “too soft” warning may appear on your screen. If this warning appears, please listen to your recording to make sure you can clearly hear your response. If you have trouble hearing your response, please re-record your answer. If your recording sounds fine, click ok and move to the next test item. **You do not need to re-record your answer if it sounds okay when you listen to it.]**

Log-in Directions

TAs may assist students who need additional help logging in.

Now we are ready to log in.

[Manual sign in: Enter your full last name, not your first name, followed by your SSID number. Click SIGN IN.]

[QR code sign in: Click SIGN IN QR CODE, then scan your QR code.]

Make sure that your personal information on the next screen is correct and click YES to continue. Enter the test session ID, then click JOIN SESSION.

On the next screen, select the [name of test].

After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand.

[ELA: Next you should see a screen that prompts you to check the sound on your computer. Put your headsets on and click the play button to hear the sound. If you hear the chime, click I COULD PLAY THE VIDEO AND SOUND and then BEGIN TEST NOW. If not, raise your hand.]

[Science: Next you should see a screen that prompts you to check the video on your computer. Click the play button. If you see the video, select I COULD PLAY THE VIDEO and then BEGIN TEST NOW. If not, raise your hand.]

[ELPA Summative: Now we will test the microphone. First, put your headsets on. Press the microphone button to begin recording, and clearly say your name into the microphone. When you are done, press the red stop button.

Now press the green play button to listen to your recording. If you hear your voice clearly, press I HEARD MY RECORDING. If you do not hear your voice, press I DID NOT HEAR MY RECORDING, and raise your hand for help.

Next you will check the video and sound on your computer. Click the play button. If you hear the chime and see the video, select I COULD PLAY THE VIDEO AND SOUND and then BEGIN TEST NOW. If not, raise your hand.]

Devices that can access the internet are not permitted during testing. *[It may be appropriate to remind students of your school’s policy regarding [Executive Order 25-09](#) at this point.]*

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below **verbatim**.

Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the ITEM TUTORIALS button available through the dropdown menu on the right side of the screen. You can send a comment about this item by clicking on the COMMENT button also available through the dropdown menu.

On the ELPA Summative, if on a Speaking item a student receives a pop-up warning that their response may have been too soft, the TA may inform the student about reviewing their response and determining whether they need to re-record by reading the script below **verbatim**.

Please listen to your recording to make sure you can clearly hear your response. If you have trouble hearing your response, you can re-record your answer. If your recording sounds fine, click ok and move to the next test item. **You do not need to re-record your answer if it sounds okay when you listen to it.**

Directions for Ending or Pausing the Test Session

We are about to stop this test session. Please finish the question you are working on now and do not start another one. If you need additional time, let me know.

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.

[ELA CAT, Math CAT, and Science: Remember, if you are pausing your test for 20 minutes or more, you will no longer be able to go back and change your answers when you return to the test.]

[ELA PT and Math PT: Remember, if you have not finished your Performance Task, use the PAUSE button in the top right corner. During the next testing session, you will be able to resume at the same place and finish your work.]

At the end of your test, you will see a SUBMIT TEST button. If you have finished reviewing your answers, click SUBMIT TEST. If you are sure you want to submit your test, click YES. Click LOG OUT on the next screen.

I will now collect any scratch paper or other materials.

Please do not share or discuss today's test questions, or how to answer them, with others. Thank you for doing your best today!

Simplified K-1 ELPA Summative Student Directions

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to Kindergarteners and 1st grade students prior to having students log into the test.

Today, you will take a test called the ELPA Summative. Before logging in, let's go over some test rules.

Give what you think is the best answer to each question, even if you are not sure. If you aren't sure, you can mark it to review later. During this testing time, you can always go back and change your answers. Click NEXT to go to the next question.

You can pause the test by clicking PAUSE, but remember to ask permission first. Please raise your hand if you need a break during the test.

Your answers need to be only your work. Pay attention to your own test, and remember, no talking during the test.

Simplified K-1 ELPA Summative Log-In Directions

TAs may assist students who need additional help logging in.

Now let's log in.

[Manual sign in: Enter your full last name, then your SSID number. Click SIGN IN.]

[QR code sign in: Click SIGN IN QR CODE, then scan your QR code.]

Raise your hand if you need help.

You should see a screen with your last name and other information about you. If all the information on your screen is correct, select YES to continue. Otherwise, please raise your hand and show me what is incorrect.

Type the test session ID, then click JOIN SESSION. On the next screen, select ELPA SUMMATIVE. Please wait quietly while I check each of your tests.

After I approve you to begin testing, you will see an Instructions and Help screen. You will be able to view a help guide and your test settings. Make sure you have the right test and settings. If any settings are incorrect, please raise your hand.

Now we will test the microphone. Follow along with me. First, put your headsets on. Click the microphone button to begin recording, and say your name. Click the red stop button to stop recording.

Now press the green play button to listen to your recording. If you hear your voice clearly, press I HEARD MY RECORDING. If you do not hear your voice, press I DID NOT HEAR MY RECORDING, and raise your hand for help.

Next, we will check the video and sound on your computer. Click the play button. If you hear the chime and see the video, select I COULD PLAY THE VIDEO AND SOUND. If not, raise your hand.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Student Directions (Spanish)

Notes on the Spanish translation:

- This section was translated for students who need to hear test directions in Spanish. Spanish-speaking TAs are not the primary audience. TA-facing language remains in English.
- The Spanish text is written in second person singular (as if speaking to a single student).
- Depending the presentation language of the test, students may encounter system messages and commands in English or Spanish. Both versions have been included below; the TA may read either or both versions, as will be most helpful to the student(s) testing.
- The Spanish script is a very close translation of the English script. However, there are minor differences for reasons of style, natural cadence, or in the interests of clarity.

Student Directions for Taking the Test

Hoy, vas a tomar el examen de [name of test]. Antes de explicarte cómo funciona el proceso del examen, es importante asegurarnos de que estés tranquilo, concentrado y que comprendas cómo se utilizarán los resultados del examen.

Sabemos que tomar exámenes puede ser estresante y puede que sientas un poco de ansiedad. La ansiedad es una emoción natural y muchos estudiantes se sienten de igual forma. *[The following is optional text. TAs may substitute their own calming procedure if appropriate. “Quiero que todos respiren profundamente. Respira profundamente y exhala lentamente. Siente cómo tu cuerpo se calma”.]*

Estar tranquilo te ayudará a concentrarte y a hacer tu mejor trabajo.

[ELA, Math, and Science: Este examen ayudará a los educadores de Oregón a comprender dónde están los puntos fuertes de nuestra clase y cuáles son las áreas que podrían necesitar más enfoque para el próximo año. Los resultados de los exámenes como el tuyo nos ayudarán a mejorar la enseñanza y el aprendizaje

para todos los estudiantes de Oregon. Los resultados no se utilizarán para tomar decisiones sobre estudiantes o maestros de forma individual.]

[ELPA Summative: *Este examen ayudará a tu maestra/o a determinar si debes continuar en el programa “English learner” el próximo año.]*

¡Esta es una oportunidad para que nos muestres todo lo que sabes y puedes hacer! En clase solemos ayudarnos mutuamente, pero en este examen es importante que respondas por tu cuenta para reflejar tu propio nivel de conocimientos y habilidades.

Es normal sentir preocupación al tomar un examen. Está bien que tomes las medidas necesarias para cuidarte durante el proceso.

Ahora, hablemos de cómo funciona el proceso del examen. Primero, vamos a repasar algunas de las reglas del examen.

[Braille ELA: *Cada pregunta será presentada en braille a través del dispositivo braille. Las preguntas que incluyan una tabla, un gráfico o gráfica serán grabadas en braille para que las leas. También puedes solicitar que te impriman cualquier pregunta, y será grabada en relieve de braille para que la leas. Tú vas a utilizar tu dispositivo braille o tu teclado de la computadora para seleccionar tu respuesta a cada pregunta y moverte a través del examen. Si necesitas ayuda para utilizar el dispositivo braille o el teclado, por favor levanta la mano.*

Braille Math and Science: *Cada pregunta se te leerá en voz alta a través del lector de pantalla de tu computadora y será grabada en relieve en braille para que lo leas. Utilizarás tu dispositivo braille o teclado de computadora para seleccionar tu respuesta a cada pregunta y moverte a través del examen. Si necesitas ayuda para utilizar el dispositivo braille o el teclado, por favor levanta la mano.]*

[Grade 8 Math PT: *Es posible que algunos de ustedes reciban una tarea que les pida elegir entre diferentes temas. Pueden elegir el tema que les gusta o seleccionar “Elige un tema por mí”. La decisión no puede cambiarse después de hacer clic en “Next.”*

TA: Consult [this resource](#) to learn more about choice topics on the G8 Math PT, including how to help students who may have trouble choosing a topic.]

Para cada pregunta, escribe o selecciona la respuesta que tú crees sea la mejor, incluso si no estás seguro. Marca las respuestas si quieres recordar regresar más tarde. Puedes volver y revisar durante esta sesión.

[ELA PT and Math CAT (grades 6 – 8 and 11): *Este examen está dividido en segmentos. Cuando llegues al final de cada segmento, se te pedirá que revises tus respuestas antes de continuar. Una vez que envíes tus respuestas y continúes al siguiente segmento, no podrás regresar al segmento anterior.]*

Puedes hacer una pausa en cualquier momento haciendo clic en PAUSA/PAUSE. Por favor levanta la mano si necesitas un descanso y pide permiso antes de hacer clic en PAUSA/PAUSE.

[ELA CAT, Math CAT, and Science: Debes responder cada pregunta en la pantalla antes de continuar a la siguiente. Si le pones pausa al examen por 20 minutos o más, no podrás regresar para cambiar tus respuestas.]

Tus respuestas deben reflejar tu propio trabajo. Por favor pon atención en tu examen y recuerda que no está permitido hablar.

[ELPA Summative: Cuando grabes tu respuesta de voz, puede aparecer una advertencia indicando “too soft” (demasiado suave) en tu pantalla. Si aparece esta advertencia, por favor escucha tu grabación para asegurarte que se oye bien. Si tienes problemas escuchando tu respuesta, por favor vuelve a grabar tu respuesta. Si tu grabación se escucha bien, haz clic en OK y pasa a la siguiente pregunta del examen. **No necesitas volver a grabar tu respuesta si al escucharla suena bien.**]

Log-in Directions

TAs may assist students who need additional help logging in.

Ahora estamos listos para iniciar la sesión.

[Manual sign in: Ingresa tu apellido completo (no tu nombre), seguido de tu número de identificación SSID. Haz clic en INICIAR SESIÓN/SIGN IN.]

[QR code sign in: Haz clic en INICIAR SESIÓN CÓDIGO QR/SIGN IN QR CODE, luego escanea tu código QR.]

Verifica que tu información personal en la próxima pantalla está correcta y luego haz clic en SÍ/YES para continuar. Ingresa la identificación de la sesión del examen. Ahora haz clic en INICIAR SESIÓN/JOIN SESSION.

En la próxima pantalla, selecciona [name of test].

Después de que yo apruebe el comienzo del examen, revisa que tienes el examen y la configuración correctos. Si cualquier información del examen está incorrecta, por favor levanta la mano.

[ELA: A continuación, debes ver una pantalla que te pide verificar el sonido en tu computadora. Ponte tus audífonos y haz clic en el botón de reproducción para escuchar el sonido. Si tú escuchas el timbre, haz clic en SÍ, PUDE REPRODUCIR EL VIDEO Y SU SONIDO/I COULD PLAY THE VIDEO AND SOUND y luego COMENZAR LA PRUEBA AHORA/BEGIN TEST NOW. Si no, levanta la mano.]

[Science: A continuación, debes ver una pantalla que te pide verificar el video en tu computadora. Haz clic en el botón de reproducción. Si ves el video, selecciona PUDE REPRODUCIR EL VIDEO/I COULD PLAY THE VIDEO y luego COMENZAR LA PRUEBA AHORA/BEGIN TEST NOW. Si no, levanta la mano.]

[ELPA Summative: Ahora vamos a probar el micrófono. Primero, pon tus audífonos. Oprime el botón del micrófono para comenzar a grabar y di claramente tu nombre en el micrófono. Cuando termines, oprime el botón rojo para detener la grabación.

Después, presiona el botón verde de inicio para escuchar tu grabación. Si escuchas tu voz claramente, presiona ESCUCHÉ MI GRABACIÓN/I HEARD MY RECORDING. Si no escuchas tu voz, presiona NO ESCUCHÉ MI GRABACIÓN/I DID NOT HEAR MY RECORDING y levanta la mano para pedir ayuda.

Luego, verificarás el video y el sonido en tu computadora. Haz clic en el botón de reproducción en la pantalla. Si escuchas un sonido y ves el video en la pantalla, selecciona SÍ, PUDE REPRODUCIR EL VIDEO Y SU SONIDO/I COULD PLAY THE VIDEO AND SOUND. Si no, levanta la mano.]

Los dispositivos que puedan acceder a internet no son permitidos durante el examen. [It may be appropriate to remind students of your school's policy regarding [Executive Order 25-09](#) at this point.]

Cuando estés listo para comenzar el examen, haz clic en COMENZAR LA PRUEBA AHORA/BEGIN TEST NOW en la parte inferior de la página.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

Es importante que trates de hacer lo mejor que puedas. ¿Necesitas hacer una pausa en el examen y tomar un descanso?

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below **verbatim**.

Haz tu mejor esfuerzo y elige la respuesta que tenga más sentido para ti. Si tienes dudas de cómo funciona una pregunta, puedes revisar la guía haciendo clic en el botón TUTORÍA/ITEM TUTORIALS disponible a través del menú desplegable del lado derecho de la pantalla. Puedes enviar un comentario sobre la pregunta haciendo clic en el botón de COMENTARIO/COMMENT que está también disponible a través del menú desplegable.

On the ELPA Summative, if on a Speaking item a student receives a pop-up warning that their response may have been too soft, the TA may inform the student about reviewing their response and determining whether they need to re-record by reading the script below **verbatim**.

Por favor, escucha tu grabación para asegurarte de que se oye bien. Si tienes problemas escuchando tu respuesta, puedes volver a grabar tu respuesta. Si tu grabación se escucha bien, haz clic en OK/ACEPTAR y pasa a la siguiente

pregunta del examen. **No necesitas volver a grabar tu respuesta si al escucharla suena bien.**

Directions for Ending or Pausing the Test Session

Nos estamos acercando al final de esta sesión. Por favor termina la pregunta en la que estás trabajando y no comiences otra. Si necesitas más tiempo, por favor avísame.

Esta sesión del examen ha terminado. Si no has terminado, haz clic en PAUSA/PAUSE para poder continuar en otro momento.

[ELA CAT, Math CAT, and Science: Recuerda que si tú pones pausa al examen por 20 minutos o más, no podrás para repasar ni cambiar tus respuestas cuando regreses al examen.]

[ELA PT and Math PT: Recuerda que si no has terminado con tu “Performance Task”, haz clic en el botón PAUSA/PAUSE en la esquina superior derecha de la pantalla. En la siguiente sesión de evaluación, podrás reanudar en el mismo lugar y completar la prueba.]

Al finalizar de tu examen, verás el botón ENVIAR PRUEBA/SUBMIT TEST. Si has terminado de revisar tus respuestas, haz clic en ENVIAR PRUEBA/SUBMIT TEST. Si estás seguro de querer enviar tu examen haciendo clic en SÍ/YES. En la siguiente pantalla, haz clic en CERRAR SESIÓN/LOG OUT.

Ahora voy a recoger el papel borrador y cualquier otro material.

Por favor, no compartas con nadie el contenido de las preguntas del examen de hoy ni cómo responderlas. ¡Gracias por tu esfuerzo hoy!

Simplified K-1 Student Directions for Taking the ELPA Summative Test

To maintain test security and avoid student coaching, TAs must read the script below **verbatim** to Kindergarten and 1st grade students prior to having students log into the test.

Hoy tomarás una evaluación llamada ELPA Summative. Antes de ingresar al sistema, vamos a repasar algunas de las reglas del examen.

Escribe o selecciona la respuesta para cada pregunta que tú pienses que es la mejor, aunque no estés seguro. Si quieres, puedes marcarla para revisarla después. Durante este tiempo de examen, puedes regresar y cambiar tus respuestas. Haz clic en SIGUIENTE/NEXT para pasar a la siguiente pregunta.

Levanta la mano si necesitas tomar un descanso durante el examen. Puedes pausar tu examen haciendo clic en PAUSA/PAUSE.

Tus respuestas deben ser solamente tuyas. Pon atención en tu propio examen y recuerda que no se permite hablar durante el examen.

Simplified K – 1 Full ELPA Summative Log-In Directions

TAs may assist students who need additional help logging in.

Ahora vamos a iniciar la sesión.

[Manual sign in: *Escribe tu apellido completo, luego tu número de SSID. Haz clic en INICIAR SESIÓN/SIGN IN.*]

[QR code sign in: *Haz clic en INICIAR SESIÓN CÓDIGO QR/SIGN IN QR CODE, luego escanea tu código QR.*]

Levanta la mano si necesitas ayuda.

Verás una pantalla con tu apellido y otra información sobre ti. Si toda la información en tu pantalla está correcta, selecciona SÍ/YES. Si no, por favor levanta la mano y muéstrame lo que está incorrecto.

Escribe la identificación de la sesión del examen, luego haz clic en INICIAR SESIÓN/JOIN SESSION. En la próxima pantalla, selecciona [name of test]. Por favor espera en silencio mientras verifico cada uno de los exámenes.

Después de que yo apruebe tu examen, verás una pantalla de Instrucciones y Ayuda. Podrás ver una guía de ayuda y las configuraciones de tu prueba. Revisa que tengas el examen y la configuración correctos. Si alguna configuración está incorrecta, por favor levanta la mano.

Ahora vamos a probar el micrófono. Sigue junto conmigo. Primero, ponte los audífonos. Haz clic en el botón del micrófono para comenzar a grabar y di tu nombre. Haz clic en el botón rojo para detener la grabación.

Ahora presiona el botón verde de la bocina para escuchar tu grabación. Si escuchas tu voz claramente, presiona ESCUCHÉ MI GRABACIÓN/I HEARD MY RECORDING. Si no escuchas tu voz, presiona NO ESCUCHÉ MI GRABACIÓN/I DID NOT HEAR MY RECORDING, y levanta la mano para pedir ayuda.

A continuación, vamos a revisar el video y el sonido en tu computadora. Haz clic en el botón de reproducción. Si escuchas un sonido y ves el video, selecciona SÍ, PUDE REPRODUCIR EL VIDEO Y SU SONIDO/I COULD PLAY THE VIDEO AND SOUND. Si no, levanta la mano.

Cuando estés listo para comenzar el examen, haz clic en COMENZAR LA PRUEBA AHORA/BEGIN TEST NOW en la parte inferior de la página.

7.3 Testing Over Multiple Sessions or Days

When administering the test over the course of multiple days for a student or group of students, it may be important for all students to pause after they reach a designated point. For most tests, nothing prevents students from progressing from one section to another. The TA should therefore give students clear directions on when to pause. For example, TAs may

(DTCs, STCs, and TAs)

designate a certain amount of time for testing. This information may be written on a dry-erase board, chalkboard, or another place that students can easily see.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. A summary of recommendations for the number of sessions and session durations is in [Section 5.1 Testing Time and Recommended Order of Administration](#).

7.4 Following Test Administration

Maintaining Security of Assessment Materials and Student Responses

To ensure the security of Oregon’s assessment materials and student confidentiality, all assessment materials and student response data must be kept secure in accordance with [Section 2 Test Security](#). Report all test improprieties and irregularities in accordance with the guidelines in [Section 3.5 Reporting Test Improprieties and Irregularities](#).

8.0 OREGON’S GENERAL ELA AND MATHEMATICS ASSESSMENTS

8.1 Components

The general English Language Arts (ELA) and Mathematics assessments are each comprised of two separate testing events: the computer adaptive test (CAT) and the performance task (PT). ODE recommends that students take the CAT and the PT on separate days.

- A student should complete all items in one portion of the assessment (CAT or PT) before moving on to the other. ODE recommends opening only one assessment portion for any student at a given time.
- ODE recommends that students complete their entire ELA or Mathematics test before starting a different content area test.
- Students who take a Mathematics test using the dual language presentation (i.e., Spanish language toggle) can respond in Spanish or English. If they respond in Spanish, their response will be scored by a trained Spanish-speaking scorer. Responses in languages other than Spanish and English will not be scored.

English Language Arts and Mathematics Performance Tasks

Students must work independently on the secure performance task responses; instructions will be delivered to them in the Test Delivery System.

ELA

The ELA PT consists of two parts. ODE recommends that each part be administered on separate days. In Part 1, students will read sources and answer either one machine-scored or one short answer research question. During Part 2 (the full write), students will provide a written response using those sources. Only in Part 2 of the ELA performance task may students have access to a hard-copy (non-embedded designated support) or online (embedded universal tool) dictionary or online thesaurus.

Note 1: *If a hard-copy dictionary is provided to students as a designated support, it must be a commercially published dictionary in print form. Teacher- or student-created dictionaries are not allowed.*

Note 2: *Headsets are required for ELA CAT listening items. ELA PTs may require a headset for students who are using the text to speech designated support.*

Mathematics

The Mathematics PT should be administered in one session.

Note: *Mathematics PTs do not require headsets unless needed for specific accessibility features (e.g., Text-to-Speech [TTS] or Dictation [Speech-to-Text]).*

Challenging Up

Students may “challenge up” on the general ELA and Math Assessments (not the ORExt). Consult Appendix B for more detail on challenging up.

9.0 OREGON’S GENERAL SCIENCE ASSESSMENT

9.1 Components

The general Science Assessment contains questions aligned to the Oregon Science Standards (NGSS) and is computer adaptive. The assessment is available in English, Spanish, and Braille. Items are presented either as standalone or as a cluster. Each cluster engages the student in a meaningful scientific activity aligned to the standard and contains: (1) phenomena, to give context and engage student interest; (2) background information and/or data; (3) a task description; and (4) multiple questions. Standalone items have a short phenomena statement and fewer number of questions. Clusters and standalone items assess the multidimensional nature of NGSS through observable phenomena or design problems. All clusters and standalone items are computer scored. A Science Sample Test is available on the [OSAS Portal](#) to help students familiarize themselves with the interaction types and features of the test delivery system before testing.

Recommendations

- Students should be given sufficient warning before the end of the testing session so that they can complete the cluster or standalone item they are working on.
- Students who take the test in Spanish may use a Spanish “toggle” button to switch the presentation from Spanish to English. It is recommended that students practice with the Science Sample test on the OSAS Portal with the Spanish presentation selected to build familiarity with the use of the Spanish toggle feature. Student responses are recorded in both languages so that when they answer in one language, the response is also visible when viewing and working in the other language. Refer to the [OAM](#) for additional details on the Spanish “toggle” feature.

Students who take the test in Braille receive a Braille form as a designated accommodation; there is no toggle feature as there is for Spanish. Refer to the [OAM](#) for additional details. Note: Science Assessments do not require headsets unless needed with the designated support of text-to-speech.

Challenging Up

Students (10 grade only) may “challenge up” on the general Science Assessment (not the ORExt). Consult Appendix B for more detail on challenging up.

10.0 OREGON'S ELPA SUMMATIVE AND ALT ELPA



Note: For information regarding the ELPA Screener, consult the appropriate resources on the OSAS Administration Resources website (such as the [ELPA Screener Assessment Manual](#)).

10.1 Components

Oregon's ELP assessments (ELPA Summative and Alt ELPA) are required within the OSAS. Additionally, federal law requires that states assess all students with English learner status to determine their English language proficiency. Proficiency is determined based on individual performance in the four domains required by the Elementary and Secondary Education Act (ESEA)—listening, speaking, reading, and writing—within 6 grade bands: Kindergarten, 1, 2-3, 4-5, 6-8, and 9-12.

A standard administration of the ELPA Summative (remote or in-person) or the Alt ELPA (in-person only) consists of four separate domain tests (Reading, Writing, Listening, and Speaking). Despite the ability to administer domain tests in separate sessions, the ELPA Summative and Alt ELPA are still a single test. Among other things, this means that if any domain test is invalidated, the entire test is invalidated. There are no partial invalidations for ELPA tests.

Overall proficiency determinations for the ELPA Summative are based on domain scores; overall proficiency determinations for the Alt ELPA are based on modality scores (Receptive and Productive).

ELPA requires both audio recording and playback. For students testing on the ELPA Summative in a group setting, a headset and microphone may be necessary. For students testing in a separate setting, the system speakers and microphone on the testing device may be sufficient. For students using a tablet to complete any ELPA test that has constructed response items, an external keyboard may be useful.

A student must attempt (be presented with at least one item from) every non-exempt domain to score higher than Progressing. It is possible to skip items on the ELPA Summative and Alt ELPA. Unanswered items are scored as incorrect.

The Alt ELPA measures the English proficiency of eligible English learners with the most significant cognitive disabilities in grades K-12. Alt ELPA is administered 1:1 by a trained TA. For more information on the Alt ELPA, consult the [Alt ELPA User Guide](#).

Student Technology Skill Requirements

It may prove valuable for the TA to be able to speak the student's preferred language to better assist students in addressing the various formats found among test items. **While it is a violation of test security for a TA to translate individual items, the TA may translate test instructions** (consult the [Oregon Accessibility Manual](#)).

School staff should verify that students have the computer skills necessary to take the ELPA Summative. The [Oregon Accessibility Manual](#) lists technology skill requirements for students participating in ELPA Summative. Per OAM Appendix A, it is permissible to assist students who do not have the necessary skills to operate ELPA testing equipment.

Choosing answers for a student is a test impropriety and will result in an invalid assessment.

English Language Proficiency Assessment (ELPA) Summative Requirements

In accordance with federal Title I requirements, districts must administer ELPA Summative annually to all students with EL status, *even when ELD services are waived by parents*. Students remain eligible from year to year until the student scores proficient and reported as exited on Oregon’s EL data collections. Students (including waived students) must take ELPA Summative or Alt ELPA in if they exited EL status **after** September 19th of the current year *or* if they were eligible to receive ELD services in the current school year and did not exit EL status on or before September 19th of the current school year. Participation requirements for Oregon’s ELP assessment (ELPA) are addressed in Title IA federal law (section 1111).

Students may not “challenge up” on ELPA assessments. Consult Appendix B for more detail on challenging up.



EL and Alt ELPA Tester flags. Students must have an EL flag set to “Y” in TIDE to access ELPA Summative. Students must have an Alt ELPA Testing flag set to “Y” in TIDE to access the Alt ELPA.

Exempting Domains for Students on an IEP or 504 Plan

Due to the nature of some students’ disabilities, a student’s IEP or 504 Plan might exempt the student from responding to a particular domain of ELPA Summative or Alt ELPA (reading, writing, speaking, or listening). For instance, students with a hearing impairment might have an IEP or 504 Plan that exempts them from the Listening domain. Domain exemptions must be coded in TIDE as an accommodation **prior to opening any ELPA Summative or Alt ELPA domain test**. The exempted domain will not appear as a selectable test. The student’s ELP assessment score will be based on the non-exempt domains. Domains may not be exempted based on an ITAP as these plans concern a temporary condition and exempting a domain could lead to exiting a student from language services they will still need upon recovering from their injury.



Up to a total of three domains may be exempted, but only in very rare and documented circumstances. All exemptions must be reviewed and documented in the student’s IEP or 504 plan. All cases of domain exemptions are subject to monitoring by ODE.



Note: Be sure that domain exemptions are finalized **prior** to approving the student to any ELPA Summative or Alt ELPA domain test. **Should a TA approve a student to start ELPA without this accommodation in violation of the student’s IEP or 504 Plan, the TA must pause the student’s test immediately and report as an impropriety.** In addition to coding this accommodation in TIDE, districts must also ensure that the student’s administration code is entered correctly in Assessment Record Updating Application (ARUA) using the ELPA “Only” IEP test administration codes found in [Appendix C: Accessing Student Scores Online](#).

Very rarely, an IEP team may consider a Speaking exemption inappropriate because the student produces speech that is scorable, but only understood by one or two adults who are familiar with the student’s speech patterns. Please reach out to the [ODE Assessment Team](#) to inquire about procedures for potential adult “Familiar Listener” transcription.

DTCs may adjust domain exemptions during the test window, prior to opening the domain test to be exempted. Domain exemptions *immediately affect* which tests a student can see in their test lineup. Domain exemption changes are applied to the student’s scoring profile *when they next open or return to at least one domain test*. If domain exemptions are updated, but the student will not return to any domain test, the DTC should submit a report using the [Test Impropriety and Irregularity Initial Report Form](#).

Report domain exemption errors using the [Test Impropriety and Irregularity Initial Report Form](#). Domain exemption errors that require a student to complete additional testing (i.e. testing on a domain that was erroneously exempted) can be corrected prior to the close of the test window. Domain exemption errors that do not require a student to complete additional testing (i.e. removing a domain that the student completed, but should not have) can be corrected up to the ELPA test status change deadline.

Braille forms for ELPA Summative

The ELPA Summative is available in a paper-pencil braille format, which may be requested via the [braille ELPA order form](#) on ODE’s [OSAS Administration Resources](#) webpage. Embossed braille printouts, manipulatives, and Directions for Administration documents that include secure test items and stimuli are subject to the same security requirements for all printed test materials (consult [Section 2 Test Security](#) for additional information).

10.2 ELPA Summative and Alt ELPA score reporting

Table 19: ELPA Summative and Alt ELPA Data Delivery Schedule

Batch	Test Completion Dates	Scores available in CRS and ODE QA Period *	Earliest Availability in AWE**
1	1/12 – 1/31	3/15	3/16
2	2/1 – 2/28	4/5	4/6
3	3/1 – 3/31	5/10	5/11
4	4/1 – 4/9	6/1	6/2

*ELPA scores for the current school year are unavailable in ARUA and AWE during the QA period.

**ELPA scores will become available in ARUA and AWE after they pass QA. If an extended QA period is needed, ODE will notify districts via the DTC and Title III listservs.

ARUA: Assessment Records Updating Application (ODE application)

AWE: Accountability Warehouse Extract (ODE application)

CRS: Centralized Reporting System (test vendor application in the state portal)

11.0 OREGON'S EXTENDED ASSESSMENTS

11.1 Overview

Oregon's Extended Assessments (ORExt) are the state's alternate assessments based on alternate academic achievement standards (AA-AAAS) for students with the most significant cognitive disabilities. Students may take the ORExt if they are being served by an Individualized Education Program (IEP) whose team decides that this is the most appropriate assessment for the student's needs, consistent with established [eligibility expectations](#). The Individuals with Disabilities Education Act (IDEA) requires that parents are informed of any potential consequences for participating in the ORExt, including impacts on graduation and post-secondary opportunities.

The ORExt measures student achievement in grade-level ELA, Mathematics, and Science content. Student achievement is judged against alternate achievement standards set by the State Board of Education. Students with IEPs should only be considered for the ORExt when they are unable to participate in the general assessments under standard testing conditions, even with accommodations. To use this option, IEP teams must determine student eligibility based on the established eligibility expectations. An Alternate (Extended) Assessment must be explicitly identified on the IEP as the most appropriate assessment. Online, paper-pencil, as well as braille and Large Print are the available ORExt administration options. Students may not "challenge up" on the ORExt Assessments. Appendix B has more detail on challenging up.

There is a unique ORExt test in each of the following grade levels: ELA and Mathematics (3, 4, 5, 6, 7, 8, and 11) and Science (5, 8, and 11). **The Special Education flag must be set to Y in the SSID system for the student to participate** in the ORExt.

NOTE: Because the ORExt is specially designed for students with the most significant cognitive disabilities, instruction, curricula, and assessments for this population are based on content standards that have been significantly reduced in depth, breadth, and complexity. This means ORExt and general assessment results cannot be compared. **This information is recommended for inclusion in any reports to parents on student performance on the ORExt.**



Student access to general assessments OR the ORExt. If a student's IEP indicates that the student must be assessed using the ORExt, that student must not access any of the general summative academic achievement assessments. **Districts can ensure this by blocking the relevant tests in TIDE.** Students who have not previously used the online ORExt system should use the practice tests to determine if the format of the online ORExt is appropriate for that student before testing begins. The practice tests may also be used as an additional tool to help identify accessibility options, including accommodations that might improve a student's access to the online testing system. In cases where the district administers a general assessment to a student whose IEP indicates the ORExt, or vice versa, the district must report this impropriety to ODE. The student must stop testing in the content area in which the incorrect administration occurred. ODE will then determine the most appropriate action, which may include invalidation of one or more tests.

(DTCs, STCs, QTCs, and QAs)

The Oregon Observational Rating Assessment (ORORA) includes scales for attention, basic math skills, and expressive/receptive communication. The ORORA is an additional, optional component to the ORExt, after the student has met minimum participation with the ORExt. The ORORA is to be completed by the adult who knows the student best.

ODE and Behavioral Research and Teaching (BRT) developed an Alternate-Student Educational Equity Development Survey (Alt-SEED Survey), which will be completed by the educator who understands the student and their learning environment best. The Alt-SEED Survey is made available through the Oregon Extended Assessment Training & Proficiency website.

Detailed information on administering the ORExt is available via the secure [Oregon Extended Assessment Training & Proficiency website](#). Policy information and technical adequacy documentation is available on ODE's [ORExt Assessment](#) webpage.

12.0 ADMINISTERING THE NAEP

The [National Assessment of Educational Progress](#) (NAEP) is the largest nationally representative and continuing assessment of what U.S. students know and can do. The [National Center for Education Statistics](#) (NCES) within the U.S. Department of Education administers NAEP. Since 1969, NAEP has measured academic progress in subjects such as reading, mathematics, science, civics, U.S. history, and the arts. Under federal law, states and school districts that accept Title I-A funds must participate in the state-level NAEP assessments of math and reading at grades 4 and 8.

From January 25 – March 19, 2027, NAEP plans to administer a national pilot test in science at grade 8. NCES will not release the results of the pilot test but will use the results to inform future NAEP assessments.

Most sampled students will take NAEP using district- and school-managed devices and Internet. If a district or school indicates on the NAEP 2027 School Technology Survey that their devices do not meet the NAEP requirements, the NAEP assessment team will administer the pilot test on NAEP devices. Currently, NAEP does not administer assessments to students who participate only in distance learning.

The Oregon Department of Education notifies district superintendents, district test coordinators, and school principals after NCES selects district schools for NAEP in the upcoming school year. In early fall, ODE asks the principals of selected schools to name a school coordinator to plan for NAEP. ODE recommends that principals name the school test coordinator (STC) as NAEP school coordinator. The NAEP school coordinator will receive a certificate awarding 16 hours of professional development units after the close of the NAEP testing window. The NAEP school coordinator will receive a NAEP assessment date later in the fall and may work with the NAEP State Coordinator to request a new date if needed.

The National Assessment Governing Board and NCES establish testing procedures and training requirements for NAEP administration, not the Oregon Department of Education. This ensures that testing procedures are the same in every state to provide common measures of student achievement. NAEP will send a team of trained assessment administrators to each school selected for NAEP. The team is responsible for administering NAEP and for bringing the necessary materials based on the planned mode of assessment. The NAEP school coordinator is expected to be present on the NAEP assessment day to meet the NAEP team and answer their final planning questions. If the NAEP school coordinator cannot be present, they must work with the principal to designate another staff person to meet the NAEP team on assessment day.

ODE works with schools selected for NAEP to prepare for the assessment. For 2026-27, ODE will submit lists of students enrolled in the schools selected for the NAEP assessments for the initial round of sampling in November. For the lists, ODE includes students' preferred names, if that information is available in the state's data collection. If not, ODE includes students' legal names. NAEP school coordinators should review the list of sampled students carefully to determine if the names on the list are appropriate to use on NAEP materials that students will receive. If

there is an issue with a name on the list, the NAEP school coordinator should contact the NAEP State Coordinator to resolve the issue.

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

ODE also provides an optional online training for NAEP school coordinators. This training supports the NAEP school coordinators in preparing for the assessment. The NAEP school coordinators must work with school staff members to update demographic data for selected students and to determine how students with disabilities and English Learners will participate in NAEP.

ODE expects that most students with an Individualized Education Program (IEP) and all students with a Section 504 Plan will be included in NAEP. According to National Assessment Governing Board policy, only students with disabilities who meet (or met) participation criteria for the Oregon Extended Assessment may be excluded from NAEP at the discretion of school staff.

ODE expects that most English Learners will be included in NAEP. According to National Assessment Governing Board policy, only English Learners who meet both criteria below may be excluded from NAEP at the discretion of school staff:

- Enrolled in U.S. schools for less than one full academic year before the NAEP assessment, AND
- Cannot access NAEP with allowable accommodations.

Since some students may require accommodations to access NAEP and to demonstrate their knowledge and skills, NAEP offers most of the accommodations that Oregon allows. The NAEP 2026-27 accommodations are described in detail in the Oregon Accessibility Manual. Please keep in mind that NAEP does not produce results for individual students or schools. The NAEP assessments provide a picture of educational performance and progress at the state or national levels. They do not impose consequences for the student or the school and are instead intended to provide a picture of educational performance and progress at the state or national levels.

The [NAEP Questions Tool](#) provides teachers, students, and parents with sample questions from previous assessments. The [NAEP Survey Questionnaires](#) web page includes links to the NAEP surveys for students, teachers, and principals. Additional NAEP materials, including links to the assessment frameworks and item specifications are available from the ODE [NAEP](#) webpage.

Questions should be directed to [Beth LaDuca](#), NAEP State Coordinator, at 971-208-0091.

APPENDIX A: 2026-27 OREGON ASSESSMENT ADMINISTRATION SCHEDULE

Assessment Component	Window (or Notes)
Statewide Summative Content Assessments	
English Language Arts, Mathematics, and Science ^{A B} (Grade 11 ^C)	2/2/27 – 6/11/27
Science ^{A B} (Grades 5, 8)	3/2/27 – 6/11/27
English Language Arts, Mathematics ^{A B} (Grades 3 – 8)	3/30/27 – 6/11/27
English Language Proficiency Assessment	Grade bands: K, 1, 2-3, 4-5, 6-8, 9-12
ELPA Summative and Alt ELPA	1/12/27 – 4/9/27
ELPA Screener	8/4/26 – 7/16/27
Interim Assessments	Grades 3 – 11
English Language Arts, Mathematics, and Science ^A	9/15/26 – 7/16/27
Student Educational Equity Development Surveys	SEED survey: in-person or remote Alt SEED survey: in-person only
SEED and Alt SEED Surveys (Grades 3 – 11)	2/2/27 – 6/11/27
Community Informed Information Gathering Process at Kindergarten: ELTC Family Conversation ^D	Locally determined (contact ODE for assistance)
National Assessment of Educational Progress (NAEP) Grade 8 (Selected schools only)	1/25/27 – 3/19/27
Nationally Normed College Entrance Practice Test: PreACT (Grade 10)	9/29/26 – 4/16/27 (locally determined within this window)

Windows for general tests include both remote and in-person versions. Windows for extended and alternate tests are in-person only.

^A The assessment delivery system may be periodically [offline for scheduled maintenance](#).

^B ORExt data must be entered by 5:00 pm on the last day of the test window, or students will be counted as non-participants. ORExt paper/pencil test materials are available for download at the start of the respective test windows. Tests requiring Braille or Large Print format must be [ordered](#) at least four weeks prior to the desired testing date.

^C The High School grade of accountability is Grade 11. Grade 10 students who have successfully completed advanced coursework, and Grade 12 students who elect to retest, may also test.

^D The Early Learning Transition Check-In (ELTC) is not required statewide and is administered in volunteer classrooms only.

APPENDIX B: SPECIAL TESTING CONDITIONS

Challenging Up

“Challenging up” means taking an assessment at a higher grade level than the student’s enrolled grade. Challenging up decisions must be made at the **individual** student level and should be rare given the level of challenge already present in grade level summative assessments. Challenging up is appropriate (but not required) for students taking advanced courses or otherwise demonstrating significantly above-grade content knowledge and skills.

Challenging up never results in a student taking an assessment at a lower grade level. To activate challenging up, submit student information to your [Regional ESD partner](#) at least one week prior to testing.

- Challenging up is available for the following tests.
 - **General ELA and Mathematics:** Students enrolled in grades 2 – 7 and 10 may challenge up one grade level. The student does not need to also take the grade level assessment. Grade 2 students who challenge up must still take an assessment when they are officially enrolled in grade 3. Students in grades 8 and 9 may not challenge up to the grade 11 assessment.
 - **General Science:** Students enrolled in grades K – 9 may not challenge up. Students in grade 10 may challenge up to the grade 11 assessment.
 - **ELPA and Extended** assessments: Students may not challenge up.
- Scores for **grade 10** students who challenge up and meet the high school level achievement standard are **banked** and reported in the student’s grade 11 year. Otherwise, the student must retest in grade 11 or be counted as a non-participant. Scores from challenging up in other grades are not banked.

Testing Students Remotely

Districts may offer remote testing based on the instruction the student receives (in person or remote/online). Students who predominantly receive remote or online instruction may be tested remotely (at home or another agreed upon location). Districts may also offer remote testing to students who are homebound due a medical condition. “Remote test session” means a test session administered through an online system where either the student(s) or the test administrator/test examiner is not on-site.

Students receiving primarily remote or online instruction may still need to test in person if any of the following are true:

- An appropriate remote testing environment cannot be created.
- There are significant technology limitations (i.e., limited broadband, hardware requirements, or assistive technology).
- Accessibility needs cannot be supported (i.e., Designated or Accommodation Supports).

Prior to testing students remotely, the district should coordinate with the district IT department to ensure that proper technical support is available. Contact the [OSAS Helpdesk](#) for technical support with testing students remotely.

The district must also ensure the TA has completed all training requirements included in [Section 1.4 Training Requirements](#) of this manual and permission to test students remotely has been granted via a signed Parent/Guardian Remote Test Administration Agreement form.

In rare circumstances where the district can neither test remotely nor in person, the student will be counted as a non-participant for the purpose of accountability calculations.



Remote Test Administration. Most students across Oregon will test in-person. A district/school administering any of the Oregon statewide assessments remotely must obtain a signed Parent/Guardian Remote Test Administration Agreement form (available through ODE's [OSAS Administration Resources webpage](#)) and communicate the technical requirements included in remote testing participation.

APPENDIX C: ACCESSING STUDENT SCORES ONLINE

Reporting Student Assessment Results to Parents

[OAR 581-022-2270 Individual Student Assessment, Recordkeeping, and Reporting](#) requires school districts to report student scores on all state and local assessments at least annually to parents for all students. For Oregon’s statewide summative assessments, which include the general and Extended or alternate ELA, Math, Science, and ELPA tests, “at least annually” means no later than December 31 of the calendar year in which the test was taken. Individual Student Reports (ISR), Combined ISRs, Class Rosters, and Class Summary reports are available in the Secure Assessment Reports 2.0 application on the [ODE Central Login application](#).

Accessing and Reviewing Assessment Records

District users with access to the Assessment Record Updating Application (ARUA) may view, edit, fix errors, download errors, and upload fixes to student test records that have been received by the Oregon Department of Education (ODE). The application is continuously accessible, and test records are editable by district users until mid-August.

The ARUA is limited to district-editable fields. The entire test record, including the scoring and accountability fields, can be retrieved from the Accountability Warehouse Extract (AWE) application. Changes to test records in the ARUA are available in the AWE application, which extracts records from the Student Centered Operational Data Store (ODS), after a one-day lag. Persons needing access to these applications should contact the [District Security Administrator \(DSA\)](#) for their district.

The Assessment Transactional file format (for downloading/uploading records in the ARUA) can be downloaded in Excel format from the [File Formats](#) page via the *Assessment Transactional File Format* link. This file provides definitions of the editable fields on the test records. (Test administration codes available in the ARUA to indicate student status are listed below.) The *Assessment Reporting File Format* (for downloading read-only records in the AWE) is available on the same Collection File Formats page.

Student records can be modified in the ARUA on ODE’s district Web site by (a) using the Edit Posted Records option, or (b) the File Upload option under Record Management. The *Assessment Record Updating Application (ARUA) User Guide*, available on the [Assessment Transactional System](#) page, contains instructions for making these adjustments. This information can be found on the [Accessing Student Test Scores Online](#) page. You can also contact your [Regional ESD Partner](#) for assistance.

Embargoed assessment data—such as preliminary school, district, or state results that are viewable by district users but not yet finalized in state data systems—may not be publicly released. Districts may discuss preliminary, whole system trends, as long as they indicate that these trends may change and have not been validated by ODE. Districts cannot convey preliminary data publicly in terms of participation nor performance, by content area, grade level, or student group, or any combination thereof, until those data are validated and made publicly available by ODE.



Note: ODE’s **hold harmless** commitment ensures that student scores on a test will never be lowered due to rescoring caused by factors outside the student’s control (e.g., unexpected item behavior, coding interactions, or similar).

Administration Codes

Test records in the ARUA should be adjusted directly to indicate any of several special statuses for individual students. These are coded in a field labeled CalcAdmnCd. The following table lists acceptable codes for this field and the outcome of each code.

Table 20: Administration Codes

Code	Definition	Participation	Performance
1	Absent (for an extended period) or Student Refusal = Student was absent during the entire testing window and make-up testing period or refused to test.	Non-participant	Not used
3	Modified – Language = Student is non-literate in the language of the test and participated in the assessment under modified conditions.	Non-participant	Not used
5	Modified – Disability = Student with a disability who participated in the assessment under modified conditions.	Non-participant	Not used
6	Home Schooled Student, Foreign Exchange Student, or Out-of-State Student.	Not used	Not used
7	Parent Request = Student’s parents requested that the student not participate in testing for reasons of religion or disability.	Non-participant	Not used
8	Not Enrolled During Test Window = Student enrolled on the first weekday in May but not during the school’s testing window.	Not used ¹	Not used ¹
9	Medical Emergency = Student could not take the State assessment during the entire testing window, including the make-up dates, because of a significant medical emergency.	Not used	Not used
U	Invalidated test(s) with no opportunity to retest.	Non-participant	Not used
X	Parent opt-out = Student’s parent(s) submitted an opt-out form requesting that the student not participate in general or Extended ELA or Mathematics testing.	Non-participant ²	Not used ²
Z	A first-year English Learner enrolled on the first weekday in May who was not enrolled during the entire ELPA Summative/Alt ELPA testing window and did not take an ELA assessment.	Not used	Not used

¹ For the English Language Proficiency Assessment (ELPA) Summative and Alt ELPA, districts may use code 8 for students who enroll after the close of the statewide test window and who are enrolled on the first weekday in May. Code 8 is not available for the ELA, Mathematics, or Science assessments.

² Districts must enter code X for all students for whom a parent Opt-out form is received. Cases where students tested in ELA or Math even though there was a signed Opt-out form on file shall be reported as testing improprieties, and any tests started will be invalidated.

Table 21: ELPA Summative and Alt ELPA “ONLY” IEP Test Administration Codes

Code	Domains exempted per IEP team	Code	Domains exempted per IEP team
A	Reading	J	Writing
B	Reading & Writing	K	Writing & Listening
C	Reading, Writing & Listening	L	Writing, Listening & Speaking
D	Reading, Writing & Speaking	M	Writing & Speaking
F	Reading & Listening	N	Listening
G	Reading, Listening & Speaking	P	Listening & Speaking
H	Reading & Speaking	Q	Speaking

Accommodation Codes

Student test records include accommodation code fields with a drop-down menu to allow districts to identify up to six specific accommodations for any student from a list of unique 4-digit codes. Districts may select these codes for each test in addition to setting the flag indicating whether any accommodations were used. The list of codes is included in the [Oregon Accessibility Manual](#).

Using a Student’s Asserted Name on Score Reports

Districts may print ISRs using a student’s asserted name (rather than their legal name) via the Use Preferred Name on Student Report feature in TIDE. Setting this value will affect ISRs generated in the Centralized Reporting System and ISRs generated in ODE data applications (such as Secure Assessment Reports 2.0). Use Preferred Name on Student Report is set in TIDE individually by student.

Any decision to use an asserted name should be predicated on clear previous communication that involves the student. For a complete discussion of Use Preferred Name, including technical details and recommendations for use, consult [Using a Student's Asserted Name on Assessment Score Reports](#) (on the [Supporting Gender Expansive Students page](#)).

Use Preferred Name must be set anew each school year. To suppress student names altogether from ISRs produced in ODE data applications such as Secure Assessment Reports 2.0, use the Hide Student Name feature.

APPENDIX D: REFERENCE INFORMATION

About our Test Developers and Online Delivery Vendor

Smarter Balanced is a non-profit, state-led consortium, housed within the University of California at Santa Cruz, working to develop next-generation assessments aligned to Oregon’s adopted content standards in English language arts (ELA)/literacy and mathematics that accurately measure student progress toward college- and career-readiness. For more information, visit the [Smarter Balanced](#) website. ODE engages Smarter Balanced to help develop our ELA and Mathematics assessments.

The English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium is a non-profit group of states designing and developing an assessment system for students with English learner status. ELPA21 is housed within the University of California at Los Angeles. The system is based on Oregon’s adopted English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness. For more information, visit the [ELPA21 Consortium](#) website. ODE engages ELPA21 to help develop our English language proficiency assessments (Summative, Screener, and Alt ELPA).

Oregon joined a collective of states via a memorandum of understanding to share test items and resources in the development of science assessments. The collective is facilitated by Cambium Assessment, Inc. (CAI). Science items are aligned to Oregon’s adopted Science Standards, also known as the Next Generation Science Standards (NGSS).

Cambium Assessment, Inc. is contracted to deliver the assessments within the OSAS and provide support to stakeholders as they interact with our online test administration program, including the Test Information Distribution Engine (TIDE), the Test Delivery System (TDS), and the Centralized Reporting System (CRS).

Behavioral Research & Teaching (BRT) is a non-profit research group housed within the University of Oregon in Eugene. BRT provides all test content, delivery, professional development content, and technical adequacy documentation for the Oregon Extended Assessments (ORExt).

While ODE values the contributions of our test development and delivery vendors, Oregon defines its own test blueprints and accessibility supports. Oregon teachers are regularly involved in test development activities. Our assessments are *Oregonized* to align to Oregon State standards.

Glossary of Frequently Used Terms

Table 22: Glossary of Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the assessment. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available only for students with a documented Immediate Temporary Accommodations Plan (ITAP),

Term	Definition
	Individualized Education Program (IEP), or Section 504 Plan. Accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. Consult the Oregon Accessibility Manual for complete information.
Break	A student may be given any number or length of breaks according to their unique needs. However, for some portions of the test, breaks of 20 minutes or more will prevent the student from returning to items already attempted by the student.
Computer Adaptive Test (CAT)	The computer program adjusts the difficulty of items throughout the assessment based on student responses. The test adapts to present an individually tailored set of items to each student and can quickly identify which skills students have mastered.
Consortium	Groups of states engaged in resource sharing, such as Smarter Balanced Assessment or English Language Proficiency for the 21 st Century.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator (or team of educators with parent and student). They are either provided as digitally delivered components within the test delivery system or by TAs. Consult the Oregon Accessibility Manual for more information.
District Test Coordinator (DTC)	District personnel responsible for the overall administration of testing in a district. Consult Section 1.3 User Roles and Responsibilities for details.
Force majeure	An extraordinary circumstance (e.g., a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g., flooding, earthquake, volcanic activity) that prevents a school from reasonable adherence to the current year's test schedule.
Full write	A component of the ELA performance task where the student engages in the full writing process to develop a multi-paragraph piece of writing.
Invalidation	Excluding test results and student responses from the testing and accountability systems.
ITAP	Immediate Temporary Accommodations Plan. Used for students returning to school after a concussion or other brain injury .
Modification	Any practice or procedure that compromises the intent of the assessment through a change in the achievement level, learning expectations, construct, grade-level standard, or measured outcome of the assessment that is not explicitly listed in the Oregon Accessibility Manual. Consult the Oregon Accessibility Manual for complete information.
Pause	A student or TA may pause any part of the test as needed. Depending on the section of the test, the consequences of a student's pausing the test will differ. More information is available in Section 6.4 Test Rules and Expirations .

Term	Definition
Performance Task (PT)	The ELA and Mathematics assessments are comprised of two components: an individually administered, computer-generated performance task (PT), and computer adaptive items (defined earlier). The PT requires students to answer a set of complex questions that are centered on a common theme or problem.
Reset	Removes a student’s prior work and allows them to restart the test.
School Test Coordinator (STC)	School personnel responsible for monitoring the testing process, TAs, and the handling of paper test materials within individual schools. Consult Section 1.3 User Roles and Responsibilities for details.
Secure Browser	A dedicated web browser that provides secure access to the online testing system and prevents students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during testing.
Secure Student Identifier (SSID)	A secure, unique student identifier used during the log-in process.
Segment	The ELA Performance Task (PT) is presented in two segments: a research item and the writing full composition. Students may not navigate between the two segments. Beginning in Grade 6, the Math CAT is administered in two segments: one where (embedded) calculator use is permitted, and one where it is not.
Session	A timeframe in which students actively test. Additional information on session recommendations is in Section 5.1 Testing Time and Recommended Order of Administration .
Teacher on Special Assignment (TOSA)	District personnel with systems permissions similar to an STC, but slightly expanded and covering all institutions in the district. Consult the TIDE User Guide to learn more about TOSA permissions.
Test Administrator (TA)	District or school personnel, or substitute teachers, responsible for administering the OSAS assessments in compliance with the policies and procedures in the Test Administration Manual. Consult Section 1.3 User Roles and Responsibilities for details.
Test Impropriety	Adult or student behaviors prohibited during test administration because they give students an unfair advantage or disadvantage, or otherwise compromise the security or validity of the test administration. Consult Section 3.5 Reporting Test Improprieties for more information.
Test Information Distribution Engine (TIDE)	A system used to manage district- and school-level user access, update student settings, monitor test progress, and manage local test window(s).
Test Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test or interpretation of those scores. Consult Section 3.5 Reporting Test Improprieties for more information.

Term	Definition
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test delivery system or separate from it. Universal tools are available to all students based on student preference and selection. Consult the Oregon Accessibility Manual for complete information.

Resources

Information in the Test Administration Manual is supplemented by the resources listed below.

Table 23: Manuals

Content of “manuals” is primarily written, or significantly edited, by ODE.

Resource	Description
Oregon Accessibility Manual	Describes the universal tools, designated supports, and accommodations available for Oregon’s statewide assessments.
SEED Survey Administration Manual	Contains necessary guidance and technical information to administer the SEED Survey.
ELPA Screener Administration Manual	Includes an overview of the ELPA Screener, as well as training requirements and test administration directions.
The Right Assessment for the Right Purpose	Includes ODE’s vision for the OSAS, assessment definitions to guide development of assessment literacy, appropriate and inappropriate uses of assessment data, and timing considerations for the statewide summative assessments (inflection point).

Table 24: User Guides

Content of “user guides” is primarily written by a vendor, with limited editing by ODE.

Resource	Description
Alt ELPA User Guide	Contains necessary guidance and technical information to administer the Alt ELPA.
Test Administrator User Guide	Provides information about navigating the Test Delivery System and an overview of the student and TA Interfaces. Appendices provide supplemental information about the Secure Browser.
Remote Testing User Guide	Provides information on administering remote assessments or surveys included in the Oregon Statewide Assessment System.
Centralized Reporting System (CRS) User Guide	Provides instructions on how to view and understand the various reports available in the Centralized Reporting System. CRS provides online Score Reports and downloadable Individual Student Reports (ISRs) and Data Files. Note: The only sources for official scores are the ODE data applications Assessment Record Updating Application (ARUA), Accountability Warehouse Extract (AWE), and Secure Assessment Reports 2.0. Score data from the OSAS Centralized Reporting System should be considered preliminary, unofficial information.

Resource	Description
<u>Test Information Distribution Engine (TIDE) User Guide</u>	Provides information on how to manage user and student information for the online assessments. This user guide is organized based on the tasks available in TIDE.
<u>Hotline Direct User Guide</u>	Provides information on accessing crisis alerts via the Hotline Direct system.
<u>Quick Guide for Setting Up Your Online Testing Technology</u>	Explains how to set up technology in schools and districts. Written for technology coordinators or whoever is setting up technology in a school or district. Instructs how to set up TA and student workstations, networks, and assistive technology. Provides all steps Test Coordinators must complete to ready their schools or districts for online testing.
<u>Configurations, Troubleshooting, and Advanced Secure Browser Installation Guides</u>	A companion document to the Quick Guide for Setting Up Your Online Testing Technology with step-by-step instructions. Describes how to install the Secure Browser on multiple devices at once and includes troubleshooting section. A separate version of the document is available for each of the <u>Windows</u>, <u>Mac</u>, and <u>Chrome</u> operating systems.
<u>Assistive Technology Manual</u>	Provides technical specification information and additional configuration instructions for assistive technology tools available to students with special accessibility needs for online testing. Includes information for testing with Speech-to-Text tools, Predictive Text tools, Alternative Computer Input tools, Assistive Keyboard tools, Screen Magnifier tools, Voice Packs, and braille technology.
<u>ELA and Mathematics OSAS Interim Administration Guide</u>	For staff who play a role in the administration of the OSAS ELA and Mathematics interim assessments.
<u>Quick Guide to Administering OSAS Interim Assessments Remotely</u>	Describes how to remotely administer the OSAS interim assessment and how students may access and participate in an OSAS interim assessment.
<u>Science OSAS Interim Assessments Quick Guide</u>	Describes the OSAS Science Interim Assessments, including the Assessment Viewing Application (AVA), Secure Browser, the TA interface, and the Centralized Reporting System (CRS).
<u>Assessment Viewing Application (AVA) User Guide</u>	The Assessment Viewing Application (AVA) is a component of the Online Testing System that allows authorized users to review assessments for administrative or instructional purposes.

Table 25: Other Resources

Resource	Description
<u>DTC Roadmap</u>	Provides an overview of District Test Coordinator roles and responsibilities regarding statewide assessment and accountability. The DTC Roadmap supplements, but does not replace, manuals and other publications from the

Resource	Description
	Oregon Department of Education (ODE). While appropriate for all DTCs, the Roadmap is particularly suited to DTCs new to their role.
Assessment Checklists	The OSAS Administration Resources page includes checklists at several levels of detail, found in the Checklists accordion. The Assessment and Accountability Checklist is the most comprehensive.
<i>Sample Tests</i>	Sample Tests, available for ELA, Mathematics, Science, and ELPA through the OSAS Portal , provide a comparable experience to the online summative assessments. Sample tests include similar content test items for each grade level and provide a preview of the item types included in the online assessments.
<i>Training Tests</i>	ELA and Mathematics Training Tests help familiarize students and TAs with the format, functionality, and accessibility tools available within the ELA and Mathematics assessments. They are available via the OSAS Portal by grade band (ELA: 3–5, 6–8, high school; Math: 3-5, 6, 7-8, high school) and have six to nine mathematics and six to seven ELA items per grade band. Training Tests do not require use of the Secure Browser. Consult this at-a-glance document for more on Sample, Training, and Interim tests.
<i>Web Pages</i>	• Accessibility Supports, Right Assessment for the Right Purpose, DTC Webinars • Administration manuals, checklists and forms, remote testing resources, ESSA test administration monitoring, user guides • Assessment Home Page • OSAS Interim Assessment Resources • NAEP Resources • Oregon Administrative Rules • ORExt Assessment Webpage and Training & Proficiency Website • OSAS Online Portal • Regional ESD Partner Helpdesk • SEED Survey page • Training Modules

Roles and Responsibilities Summary

Table 26 summarizes some key roles and responsibilities from Section 1.3. The information in this table is not comprehensive and does not substitute for the information in Section 1.3.

Table 26: Roles and Responsibilities

Responsibility	DTC	STC	TA	QTC	QA
Manage user accounts for one or more roles	X	X		X	
Train one or more other roles	X	X		X	
Communicate assessment updates to appropriate personnel	X			X	
Set local test window or help schedule test administration	X	X		X	

Responsibility	DTC	STC	TA	QTC	QA
Ensure that testing technology is updated	X	X			
Administer tests to students			X		X
Ensure students get the correct assessment with the appropriate supports		X	X		X
Monitor testing progress during the testing window and ensure that all students participate, as appropriate	X	X		X	
Manage paper/pencil testing	X			X	
Observe security requirements during testing			X		X
Report potential test irregularities or improprieties to a higher role in the district		X	X	X	X
Investigate test improprieties and report to ODE	X				
Manage district responses to crisis alert papers	X				

Oregon State Board of Education

September 17, 2026

AGENDA ITEM: Supplemental Plan Revision for Annex SD

SUBJECT: Supplemental Plan Revision for Annex SD	☐ Informational Presentation
STAFF NAME & OFFICE: Brock Dittus, Pupil Transportation & Fingerprinting	☒ Written Report
Annex SD has submitted a new supplemental plan for board approval. This will change the areas in which transportation will be provided / required for students who live within the statutory walk distance around schools.	

BACKGROUND

In 1991 the Oregon Legislature added a requirement, and funding, to provide transportation to school students who live a certain distance from their elementary or secondary school. The distances established coincide to the previous limit at which students were required to attend school prior to Oregon’s Compulsory School Law.

The legislature also recognized that students who live closer than these prescribed limits may also require transportation due to health or safety reasons, so ORS 327.043 allows for a “supplemental plan” that must be approved by the State Board of Education.

Other than the legislative guidance that the transportation must be for “health or safety” reasons, the State Board has traditionally allowed local school districts to determine areas within their district that require transportation within the distance limits.

In 1992, many districts submitted supplemental plans for approval from the State Board, and all were adopted. Having an approved supplemental plan does two things:

1. It allows a school district to be reimbursed as part of the transportation grant of the state school fund; and
2. It requires transportation to be provided by the district. In other words, the district can’t stop providing this transportation without the approval of a new plan.

The State Board does have the discretion to approve or not approve supplemental plans. The Pupil Transportation Unit does ensure that plans presented to the board present a health or safety reason for the plan.

A supplemental plan must be approved by the local school board prior to presentation to the State Board for approval. The District Boards approved these supplemental plans at their regular meetings and submitted the plan to ODE for approval thereafter.

The supplemental plans submitted by these school districts account for attendance boundary changes within the no-transport area. Proponents and opponents of the submitted plan had the opportunity to be heard at the local level. These plans replace the previously approved plan.

Oregon State Board of Education

September 17, 2026

AGENDA ITEM: Supplemental Plan Revision for Annex SD

SUMMARY OF PREVIOUS BOARD ACTION

The State Board approved Annex SD's original supplemental plan in 1992, with no revisions since then.

POLICY ISSUE OR CONCERNS

The School District submitted a supplemental plan for State Board approval after the local school boards adopted them during sessions open to the public. ODE does not engage with stakeholders regarding these plan revisions separate from the district's public process.

In this case, the district is updating their plans to account for students who would otherwise be required to walk in dangerous conditions due to speed and/or volume of vehicle traffic, width and condition of street, lack of shoulders or sidewalks suitable to walking, poor visibility, waterways, and dangerous crossings or intersections.

EQUITY IMPACT ANALYSIS

ODE does not conduct a separate analysis of a supplemental plan adopted by a local school board except to verify that the supplemental plan is being submitted for health or safety reasons as required by statute. Adjustments to the supplemental plan typically allow for more access to school transportation services than previously offered under the statutory walk distances, and can bridge the gap for reasonable access for populations that might have been previously underserved or experienced barriers to a safe walk to school.

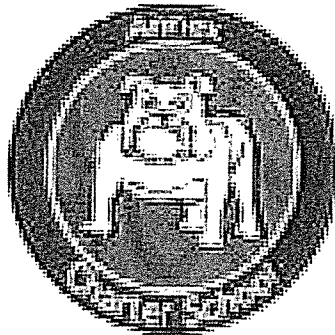
FISCAL ANALYSIS

There is no fiscal analysis because supplemental plans do not usually have a significant impact on agency funds. There is no requirement for ODE to act as a result of this action. There may be a very small change in impact to the State School Fund Transportation Grant as a result of providing this transportation; however, in most cases the buses / routes that will be transporting these students will pick them up on their way in from other mandated transportation areas around the district.

Adoption of these plans will not have an effect on any other school district, and will allow the districts to be reimbursed at their current rate for the transportation of these students as part of their transportation grant.

ATTACHMENTS

Attachment 1: Annex SD Supplemental Plan Revision 2026



Annex School District # 29

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ODE Transportation Supplemental Plan

2026

**Prepared by: Kim Voile, Superintendent
& Kelly Lee, Transportation Coordinator**

Approved by Board:

Kim Voile

TABLE OF CONTENTS

1. Transportation Supplemental Plan
2. Hazard Assessment Checklist
3. Board Resolution
4. Supporting Documents and Appendices

TRANSPORTATION SUPPLEMENTAL PLAN:

Purpose:

The district establishes this plan to provide safe, equitable and reliable transportation services for students who require transportation beyond standard eligibility requirements or through approved alternative transportation methods.

District Information:

District: Annex School District #29

Superintendent: Kim Voile

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Transportation Coordinator: Kelly Lee

Need for Supplemental Transportation:

Hazardous Walking Conditions: Yes No

Lack of Sidewalks or safe pathways: Yes No

High-Speed Roads and unsafe intersections: Yes No

Geographic or Environmental Barriers : Yes No

Transportation Capacity Concerns: Yes No

Alternative Transportation Options: Yes No

Affected Students and Areas:

School: Annex

Grades: K-7

Number of Students: 9

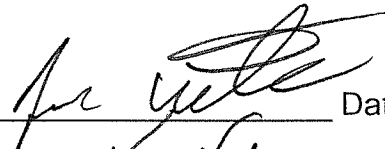
Description of Area: See attached map

Implementation:

Whereas the Board is committed to providing safe access to educational programs;

WHEREAS the district has identified transportation conditions requiring supplemental services;

NOW THEREFORE BE IT RESOLVED that the Board adopts the Transportation Supplemental Plan and authorizes the Superintendent or designee to implement the plan and submit required documentation to ODE.

Board Chair:  Date: 6-17-26
Superintendent:  Date: 6-17-26

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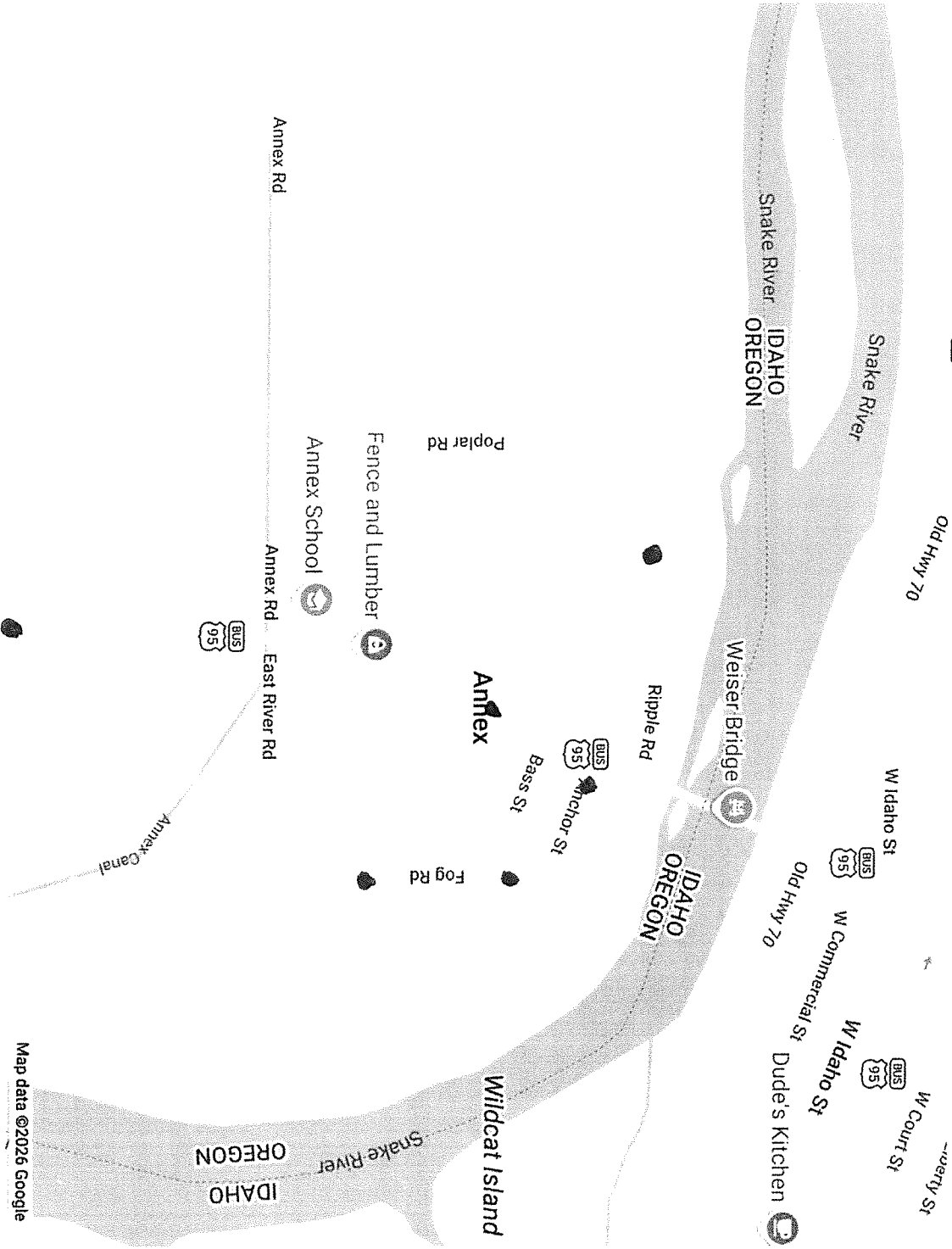
Appendices:

Maps of affected areas

Untitled map

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Untitled layer



June 18, 2026

*Oregon Department of Education
Student Transportation Services*

Subject: Request for Approval of Annex School District Supplemental Transportation Plan

Dear Transportation Services Staff,

Enclosed is the Annex School District's Supplemental Transportation Plan for your review and approval. Also included is a copy of the Board Resolution supporting the plan, as approved by the Annex School District Board of Directors.

As outlined in the Supplemental Transportation Plan, the District believes it is necessary to provide transportation services to students residing within the one-mile statutory walking distance of the school due to several significant safety concerns.

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The primary concern is the presence of the Snake River, which runs through our district and is located approximately 800 yards from the school. While students living within a one-mile radius would generally walk away from the river when traveling to and from school, young children do not always follow expected routes, creating a substantial safety risk.

A second concern is the Annex Canal, a major irrigation canal serving the surrounding agricultural community. During irrigation season, particularly in late spring and summer, the canal carries fast-moving water and presents a serious hazard to students traveling on foot.

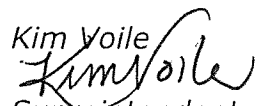
Additionally, our rural community lacks sidewalks and designated pedestrian pathways along many of the roads students would use to access the school. Speed limits on these roads generally range from 45 to 55 miles per hour, creating unsafe conditions for young pedestrians. These risks are further heightened during winter weather when road shoulders may be narrowed by snow accumulation and during the fall harvest season when increased agricultural traffic, including large beet trucks and farm equipment, is common.

Given these circumstances, the District believes that transporting students who reside within a one-mile radius is necessary to ensure their safety and provide reliable access to school. We respectfully request approval of the enclosed

Supplemental Transportation Plan.

Thank you for your consideration of this request. Please contact me if additional information is needed.

Sincerely,

Kim Voile

Superintendent

Annex School District

Summary

Meeting Date: 9/17/2026

Title: Implementing Executive Order 26-06: Preserving Instructional Time

Status: First Reading

Presentation: Yes

Key Staff: Dr. Charlene Williams, Director of the Oregon Department of Education, Dr. Candice Castillo, Deputy Director of Academics, Eric Anderson, Assistant Superintendent of the Office of Teaching, Learning, and Assessment

Topic Summary: The proposed permanent rule preserves the requirement that school districts and public charter schools protect and restore Instructional time at 2024-25 and 2025-26 (whichever is greater) levels permanently and supports long-term implementation.

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

- Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

Executive Order 26-06, issued on April 16, 2026, took several actions to protect and strengthen the time that students spend at school, which is essential to improving student achievement and setting students up for long-term academic success.

The order first defined student instructional time as the total hours students are in school, bell-to-bell, including recess, lunch, passing time, and instructional time.

The order also prohibited school districts from further reducing student instructional time during the 2025-2026 and 2026-2027 school years.

The order is currently being implemented through temporary rules that were adopted on April 17, 2026. Those rules established requirements related to maintaining and restoring student instructional time and applied those requirements to both school districts and public charter schools.

- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

Executive Order 26-06 directs ODE to propose, and the State Board to consider, rules implementing the order's requirements related to preserving and restoring instructional time.

The proposed rulemaking affects the following administrative rules:

- OAR 581-022-2320 (Required Instructional Time), which establishes Oregon's Division 22 instructional time requirements
- OAR 581-022-2323 (Preserving Student Instructional Time), the temporary rules adopted to implement Executive Order 26-06
- OAR 581-002-0035 (Waivers), which governs circumstances under which Division 22 requirements may be waived
- OAR 581-022-0102 (Definitions), which contains definitions applicable to the Division 22 standards.

The proposed rules provide administrative flexibility in areas such as implementation processes, reporting mechanisms, definitions, restoration planning, and allowable instructional time calculations consistent with statutory direction.

- 3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

Yes. On April 16, 2026, the State Board adopted temporary rules implementing Executive Order 26-06. The temporary rules established requirements to preserve and restore student instructional time while ODE conducted additional engagement and developed a permanent rule framework. The temporary rules expire October 16, 2026.

- 4. Why is this item coming before the Board now?**

The temporary rules implementing Executive Order 26-06 expire on October 16, 2026. Permanent rulemaking is therefore necessary to establish the state's ongoing expectations for preserving and restoring instructional time.

- 5. Who requested or brought about the need for this item? (Select all that apply.)**

- ☐ ODE Staff
- ☐ Students
- ☐ Families
- ☐ Community-Based Organizations

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- ☐ Culturally Specific Organizations
- ☐ School Districts
- ☐ Education Service Districts
- ☐ Charter Schools
- ☐ Oregon State Legislature
- ☐ Educational Associations
- ☐ Racial Justice Council
- ☐ Federal Government
- ☐ One or more of Oregon's nine federally recognized tribes: _____
- ☒ Other: ☒ Other: Governor Kotek's Executive Order 26-06

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

ODE used the Equity Decision Tree to identify who would be most affected by changes to instructional-time requirements and whose perspectives should inform implementation.

Students and families are ultimately most affected because changes to school calendars and instructional time directly affect students' access to learning and families' daily schedules. Implementation also directly affects school districts and public charter schools, including superintendents, charter school leaders, principals, school boards and governing bodies, instructional staff, operational staff, and personnel responsible for calendars and data reporting.

ODE's engagement has therefore included direct outreach to districts and public charter schools, families, and organizations representing education leaders and governing bodies, including the Coalition of Oregon School Administrators (COSA), Oregon School Boards Association (OSBA), Oregon Association of Education Service Districts (OAESD), and other education partners.

ODE has also sought input from organizations and partners that support implementation across different geographic and organizational contexts, including small, rural, remote, and charter school settings. This engagement has helped ODE identify where a statewide requirement may create different operational effects depending on local circumstances.

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7. After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's [Tribal Consultation Toolkit](#).)
- ☒ No
 - ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
 - ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.
8. Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.
- ☒ N/A; this item does not intersect with other state entities.
 - ☐ Oregon Health Authority (OHA)
 - ☐ Department of Early Learning and Care (DELIC; formerly ELD)
 - ☐ Educator Advancement Council (EAC)
 - ☐ Higher Education Coordinating Commission (HECC)
 - ☐ Youth Development Oregon (YDO)
 - ☐ Teacher Standards and Practices Commission (TSPC)
 - ☐ Oregon Housing and Community Services (OHCS)
 - ☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

9. Which geographic perspectives are intentionally represented in your office/team engagement strategy?
- ☒ Northeast Oregon
 - ☒ Central and Southeast Oregon
 - ☒ Southwest Oregon
 - ☒ Willamette Valley and Central Coast
 - ☒ Northwest Oregon
 - ☒ Tribal lands
 - ☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

Executive Order 26-06 and the temporary rules apply statewide to all school districts and public charter schools. The permanent rules also would apply statewide.

10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

Three themes have emerged consistently through engagement and implementation:

First, stakeholders asked ODE to reduce the complexity created by maintaining two separate measures of time. Districts are already responsible for calculating, reporting, and demonstrating compliance with Division 22 instructional-time requirements. Stakeholders expressed concern that maintaining student instructional time as a separate, ongoing accountability framework could create duplicative calculations, reporting requirements, and confusion. In response, the proposed permanent rules shift the long-term framework toward the established Division 22 instructional-time measure while honoring restoration commitments already established under the temporary rules.

Second, stakeholders asked for reasonable flexibility when small reductions occur for circumstances outside a district's control. Examples included emergency closures, unforeseen events, and minor calendar variations that can occur from year to year. ODE incorporated limited flexibility into the proposed rules so these circumstances can be addressed without undermining the overall expectation that instructional time be preserved.

Third, stakeholders emphasized the need for clarity, predictability, and sufficient implementation time. The proposed rules therefore clarify restoration expectations, establish the applicable baseline, and identify how districts and charter schools will demonstrate compliance.

Stakeholders have expressed differing views about the appropriate balance between statewide requirements and local control. The proposed approach seeks to balance those interests by establishing a clear statewide expectation that instructional time be protected while preserving local authority over how districts design calendars and meet that expectation.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

ODE's engagement began immediately following adoption of the temporary rules and has included a statewide baseline survey, informational webinars, office hours, individual technical assistance, direct consultation with districts and public charter schools, presentations to education leaders, and ongoing engagement with statewide education partners. ODE's public materials also include restoration plan guidance, calculators, templates, and public justification resources.

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Prior to final adoption, ODE is conducting additional statewide engagement through surveys and facilitated listening sessions with districts, charter schools, families, and education partners. ODE will continue consultation with organizations representing school administrators, school boards, education service districts, charter schools, and other affected partners.

Feedback received through these activities has informed revisions presented to the Board for final adoption.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

Fiscal and administrative impacts may vary considerably based on local circumstances. Districts and public charter schools that already meet or exceed the applicable instructional time requirements may experience little or no additional fiscal impact. Districts or charter schools required to restore or maintain additional time may need to adjust calendars or other operational practices.

The proposed permanent rules seek to mitigate unnecessary administrative burden by relying primarily on the existing Division 22 instructional time framework and by providing limited flexibility for extraordinary circumstances and minor calendar variations.

ODE will continue to monitor implementation across different district and charter school contexts and provide technical assistance as needed.

14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

No.

EQUITY IMPACT ANALYSIS

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The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

The primary purpose of the proposed rules is to protect students' access to learning opportunities by preventing significant or recurring reductions in instructional time.

The proposed rules establish a statewide expectation that instructional time be preserved while maintaining local flexibility in how districts and charter schools design their calendars and deliver instruction. Public notice and local board or governing-body action when instructional time is reduced also provide families and communities greater transparency into decisions that affect students' access to learning, including:

From an equity perspective, the goal is not simply to preserve a number of hours. It is to help ensure that a student's access to learning opportunities is not unnecessarily diminished because of where the student lives or attends school.

1. **Mitigating Disparities for Vulnerable Learners:** Cuts to classroom time disproportionately affect historically underserved students, lower-income families, and learners needing additional academic or social support. Preserving instructional time aims to prevent widening achievement gaps and support academic and social-emotional development.
2. **Public Transparency and Justification:** If a district or charter school cannot or chooses not to restore lost time, it must publicly justify that decision, ensuring community awareness and local board accountability regarding how instructional time is allocated.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

The impact on school employees will depend largely on how individual districts and public charter schools choose to meet instructional time requirements. Local responses could include changes to school calendars, work schedules, or other operational practices.

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

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In the short term, Board action would provide districts, charter schools, families, and education partners with greater certainty about the instructional-time requirements that will apply after the temporary rules expire. Districts and charter schools subject to restoration requirements would continue implementing those commitments, while ODE would transition implementation toward the permanent framework.

Over the longer term, the proposed rules would establish a more consistent statewide expectation that instructional time should not be reduced without transparency and accountability. The rules would also simplify administration by relying primarily on the existing Division 22 instructional time framework rather than maintaining two separate long-term instructional time measurements.

The cumulative effect is intended to be greater stability in the amount of learning time available to Oregon students, greater transparency when reductions occur, and clearer expectations for districts and public charter schools, while maintaining local flexibility over how school calendars are structured.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

If the Board does not adopt permanent rules, the temporary rules implementing Executive Order 26-06 will expire on October 16, 2026. This would create uncertainty regarding ongoing restoration, maintenance, reporting, and transparency requirements established through the temporary framework.

Inaction could also result in inconsistent expectations across districts and charter schools regarding whether and how instructional time may be reduced in future years. Districts currently implementing restoration plans would have less clarity about the state's ongoing expectations, and families and communities could lose transparency measures associated with reductions in instructional time.

Permanent rulemaking provides the Board an opportunity to replace the temporary framework with a clearer and more sustainable long-term approach.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

To minimize complexity and increase clarity, we propose that OAR 581-022-2320 and its existing definition of instructional time continue to govern the substantive requirements regarding the provision of instructional time. The proposed changes retain accountability and transparency measures while refocusing the rules on instructional time rather than bell-to-bell student time.

Proposed Changes

1. OAR 581-022-2320 and the existing Division 22 definition of instructional time would govern ongoing instructional time requirements. When a district or public charter school reduces instructional time below the applicable baseline, it would be required either to restore the time or publicly explain and justify the reduction through its local board or governing body.
2. Phase Out the Student Instructional Time Framework: Districts and public charter schools already subject to restoration requirements under OAR 581-022-2323 would remain responsible for completing those commitments. The permanent rules would establish the applicable restoration baseline and maintenance period while transitioning the state away from using bell-to-bell Student Instructional Time as a separate ongoing instructional time measure.
3. Provide limited flexibility for extraordinary circumstances and minor calendar variation. The proposed rules would allow up to 16 hours of limited flexibility for defined extraordinary circumstances and calendar variations, subject to the conditions established in rule. This flexibility is intended to address circumstances outside a district's reasonable control without creating a general exception to the expectation that instructional time be preserved.

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board's Mission, Vision, and Values](#)?

The proposed permanent rules respond directly to implementation experience and stakeholder feedback by simplifying the state's approach, clarifying expectations, and providing limited flexibility without abandoning the central purpose of Executive Order 26-06.

Moving toward the established Division 22 instructional time framework responds to concerns about duplicative measures and administrative burden. Maintaining existing restoration commitments protects accountability and continuity for students and communities. Providing limited flexibility for extraordinary circumstances recognizes the operational realities districts and charter schools face while maintaining a clear statewide expectation that instructional time should be protected.

This approach aligns with the Board's commitment to academic excellence by protecting students' access to learning opportunities; belonging and wellness by recognizing that consistent access to school supports students academically and socially; and reimagining

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accountability by pairing clear statewide expectations with transparency, local responsibility, and a more workable implementation framework.

- 21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.**

ODE recommends adoption of the rules at the October 15, 2026, State Board meeting.

- 22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

- ☐ N/A; this item does not require any additional support.
- ☒ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☒ Direct or differentiated support for small, rural, or remote school districts
- ☒ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies
- ☒ Guidance and/or supplemental resources
- ☐ Other: _____

- 23. Has this item changed since the last Board meeting?**

- ☒ N/A; this item has not previously been before the Board
 - ☐ No; same as last month
 - ☐ Yes; please review Appendix A: Second Reading below.
-

IMPLEMENTING EXECUTIVE ORDER 26-06: PRESERVING INSTRUCTIONAL TIME and
IMPLEMENTING SENATE BILL 1596 (2026): PLAYBASED LEARNING

9/10/26

581-022-2320

Required Instructional Time

(1)(a) Except as allowed under subsections (2) and (4), each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

(A) Grade 12 — 966 hours;

(B) Grades 9–11 — 990 hours; and

(C) Grades K–8 — 900 hours.

(b) A student who is 18 years of age or older or an emancipated minor or the person in parental relationship to a minor student may request to annually receive the minimum hours of instructional time. The school district must honor the request except as specifically provided for by rule or law.

(2)(a) Notwithstanding the requirements of subsection (1), with the annual approval of the local school board after a public hearing, the following students are exempted from the instructional time requirement and are not included in the district's calculation of instructional time under subsection (1):

(A) Students who have fulfilled all state requirements for graduation under OAR 581-022-2000;

(B) Students who at the start of their senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student; and

(C) Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

(b) Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this subsection.

(3) Nothing in this rule may be construed to affect the right of a person to be admitted to the school district in which they reside under ORS 339.115.

(4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:

- (a) The request is made with the approval of the school district's governing school board;
- (b) The school district is using an evidence-based strategy that includes flexible time options; and
- (c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

(5) If a school district chooses to offer less than 900 hours of instructional time for kindergarten students, the kindergarten program shall be considered a half-day program for purposes of ORS 327.006(1) and the school district shall ensure that every kindergarten student is scheduled to receive a minimum of 450 hours of instructional time per year.

(6) For kindergarten programs and grades 1-5, a district may include in its calculation of instructional time required by subsection (1) of this rule hours spent engaged in play-based learning.

[(6)] **(7)** Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

- (a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;
- (b) For kindergarten programs offering less than 900 hours of instructional time, up to 30 hours of recess;
- (c) For grades 1–3, up to 60 hours of recess;
- (d) Up to 30 for staff professional development; *[and]*
- (e) Up to 30 hours for parent teacher conferences[.]; **and**

(f) Up to 16 hours for extraordinary circumstances and calendar variances.

[(7)] **(8)** For students participating in online instruction:

- (a) Instructional time includes online instruction supported by a licensed or registered teacher through electronic means.

(b) For online instruction, up to one hour per course per day may be counted as instructional time where the following criteria are met:

(A) Every student has access to a licensed or registered teacher through in-person, telephone, or electronic means for each course taken; and

(B) Every student has regular contact with school personnel for the purpose of attendance and progress monitoring as outlined in the policies maintained by the Oregon Department of Education.

(c) Instructional time may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

~~[(8)]~~ **(9)** There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

~~[(9)]~~ **(10)** No student shall be required to exceed the following number of instructional hours per day:

(a) Grades 9–12 — 8.5 hours;

(b) Grades K–8 — 8 hours.

(11)(a) If a district reduces instructional time from the amount of instructional time that the district scheduled students to receive below what was offered in the 2024-2025 or 2025-2026 school year, whichever is higher, the district must:

(A) In a time and manner prescribed by the department, provide public notice and written justification for the reduction as approved by the local school board or governing body; or

(B) Restore the instructional time to the level of instructional time scheduled for the 2024-2025 or 2025-2026 school year, whichever is higher.

(b) A district that restores instructional time as described in paragraph (a)(B) of this subsection must submit, in a time and manner required by the department, a restoration plan to the department under which the district will restore the instructional time no later than the beginning of the second school year following the school year in which the reduction took place. The department may require a district to amend and resubmit a plan described in this paragraph.

(c) A district must maintain the amount of instructional time that the district scheduled students to receive in the 2024-2025 or 2025-2026 school year, whichever is higher, each year after the 2026-2027 school year or the district must either publicly justify the decision as

described in paragraph (a)(A) of this subsection or restore the instructional time as described in paragraph (a)(B) of this subsection.

[(10)] (12) The department shall track and publish *[once each calendar year]* **annually** the instructional time *required by this rule* provided by each district during the previous school year.

Statutory/Other Authority: ORS 326.011 & ORS 326.051

Statutes/Other Implemented: ORS 326.051

History:

ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026

ODE 29-2018, amend filed 09/26/2018, effective 09/26/2018

Renumbered from 581-022-1620 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 2-2015, f. 1-30-15, cert. ef. 7-1-15

ODE 25-2008, f. & cert. ef. 9-26-08

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2323

Preserving Student Instructional Time

(1) As used in this rule:

(a) “District” means a common or union high school district organized under ORS Chapter 332, a public charter school as defined in ORS 338.005, or any other education entity to which OAR 581-022-2320 applies.

(b) “Student instructional time” means the total hours students are in school, bell-to-bell, including recess, lunch, passing time, and *[instruction]* **instructional time**.

[(2) As of April 16, 2026, a district may not:

(a) Further reduce scheduled student instructional time for the remainder of the 2025-2026 school year; or

(b) Reduce scheduled student instructional time during the 2026-2027 school year.]

(2) As of April 16, 2026, a district may not further reduce scheduled student instructional time during the 2026-2027 school year.

(3)(a) If a district reduced scheduled student instructional time during the 2025-2026 school year, or if a district reduced planned scheduled student instructional time for the 2026-2027 school year prior to April 16, 2026, the district must restore student instructional time to no less than the planned 2024-2025 school year levels no later than the beginning of the 2027-2028 school year.

(b) A district described in paragraph (a) of this subsection must provide student instructional time at or above the planned 2024-2025 school year levels or 2025-2026 school year levels, whichever is greater, during the 2027-2028 school year.

(4)(a) Each district described in subsection (3)(a) of this rule shall submit to the Oregon Department of Education, in a manner required by the department, a plan under which the district will restore the student instructional time.

(b) The plan described in paragraph (a) of this subsection must be submitted for approval to the department *[no later than 90 days after the effective date of this rule]*.

(c) The plan described in paragraph (a) of this subsection shall include clear timelines, specific actions, and measures that ensure the full restoration of student instructional time.

(d) The department may require a district to amend and resubmit a plan described in paragraph (a) of this subsection if the plan does not meet the requirements of paragraph (c) of this subsection.

(5) If a district, at the direction of *[their]* **its** school board or governing body, does not restore **or provide** student instructional time as required by subsection (3) of this rule, the district shall publicize the justification for the decision in a time and manner required by the Oregon Department of Education.

(6) Notwithstanding subsections (2) and (3) of this rule, upon approval by the local school board or governing body, a district may include up to 16 hours for extraordinary circumstances and calendar variances when calculating student instructional time.

(7) A district's obligation to restore and provide student instructional time under this rule sunsets on June 30, 2028.

Statutory/Other Authority: ORS 326.011 & ORS 326.051, **Executive Order 26-06**

Statutes/Other Implemented: ORS 326.051, **Executive Order 26-06**

History:

ODE 13-2026, temporary adopt filed 04/17/2026, effective 04/20/2026 through 10/16/2026

581-002-0035

Waivers

The Director of the Department of Education may grant waivers as follows:

(1)(a) **Waiver of a specific standard:** To address an immediate concern or need, a school district may petition the Director for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined

that the request conforms with the intent of the standards, the Director shall recommend the waiver to the State Board. Waivers under this provision may be granted for up to one year.

(b) Waiver of Required Instructional Time: Notwithstanding section (1)(a) of this rule, the State Board of Education may not grant waivers for the instructional time requirement set forth in OAR 581-022-2320, except in the case of a declared national or state disaster or a public health emergency.

(2) Educational Flexibility Partnership Demonstration Act (Ed-Flex) Waiver:

(a) This federal Act allows school districts to request a waiver of statutory or regulatory requirements under the following federal programs or Acts:

(A) Elementary and Secondary Education Act (ESEA) Title I, Helping Disadvantaged Children Meet High Standards;

(B) ESEA Title II, Teacher Quality;

(C) ESEA Title IV, Safe Drug Free Schools;

(D) ESEA Title V, Innovative Education Program Strategies;

(E) ESEA Title VII, Part C — Emergency Immigrant Education;

(F) Carl D. Perkins Vocational and Applied Technology Education Act.

(b) The application must demonstrate that the school district, if the waiver is granted, will still meet the underlying purposes of the federal statutory requirements. The request of an Ed-Flex Waiver must be made on the appropriate application form available from the Department of Education. Waivers under this provision may be granted for periods not to exceed five years.

(3) ADM Report Waivers:

(a) “ADM” means average daily membership as defined in ORS 327.006(3).

(b) If a state of emergency is declared pursuant to ORS 401.165 et. seq., and all public schools are closed by order of the Governor, the Director may waive a report of ADM that is otherwise required under ORS 327.133.

Statutory/Other Authority: ORS 326.051 & ORS 327.133

Statutes/Other Implemented: ORS 326.051, ORS 329.077, ORS 329.555 & ORS 327.133,

Executive Order 26-06

History:

ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026

ODE 10-2024, temporary amend filed 02/16/2024, effective 02/16/2024 through 08/13/2024

ODE 31-2020, amend filed 06/24/2020, effective 06/24/2020

ODE 19-2020, temporary amend filed 04/23/2020, effective 04/23/2020 through 10/19/2020

ODE 44-2018, renumbered from 581-022-1920, filed 12/11/2018, effective 12/11/2018

Reverted to ODE 25-2008, f. & cert. ef. 9-26-08

ODE 2-2017(Temp), f. & cert. ef. 2-1-17 thru 7-24-17

ODE 25-2008, f. & cert. ef. 9-26-08

ODE 11-2002, f. & cert. ef. 4-12-02

EB 2-1997, f. & cert. ef. 3-27-97

581-022-0102

Definitions

The following definitions apply to Oregon Administrative Rules [581-022-0102 through 581-022-1940,] **Chapter 581, Division 022**, unless otherwise indicated by context:

(1) "Assessment": Systematic gathering of data with the purpose of appraising and evaluating children's social, physical, emotional, and intellectual development. Activities may include testing to obtain and organize information on student performance in specific subject areas.

(2) "Calendar variance": means a variance of no more than a calendar day from the immediately preceding school year because of a leap year, holiday, orientation event held before the beginning of the school year, or similar reason.

[(2)] **(3) "Career and Technical Education":** A sequence of organized educational activities that:

(a) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers;

(b) Provides technical skill proficiency and may provide an industry-recognized credential, a certificate or an advanced degree; and

(c) Includes applied learning that contributes to an individual's academic and technical knowledge, higher-order reasoning and problem-solving skills, work attitudes and general employability skills.

[(3)] **(4) "Career Development":** The exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals.

[(4)] **(5) "Career Education":** A process for improving educational programs to enhance student understanding of and preparation for work and continuing career development.

[(5)] **(6) "Career-Related Learning Experiences":** Structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real

life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to:

- (a) Workplace mentoring;
- (b) Workplace simulations;
- (c) School-based enterprises;
- (d) Structured work experiences;
- (e) Cooperative work and study programs;
- (f) On-the-job training;
- (g) Apprenticeship programs;
- (h) Service learning; and
- (i) Field-based investigations.

[(6)] **(7)** "Charter school": A public charter school as defined in ORS 338.005.

[(7)] **(8)** "Child development specialist program": An optional elementary component of a district's comprehensive school counseling program for grades K-8 (or any configuration thereof).

[(8)] **(9)** "Collection of Evidence": The work of a student collected and evaluated together to measure the student's ability to apply what the student knows and can do in relation to a set of standards or criteria.

[(9)] **(10)** "Common Curriculum Goals": The knowledge and skills expected of all students as a result of their educational experience; defined by the state as:

- (a) The Essential Learning Skills which means essential skills as defined by this rule; and
- (b) The Content Standards as adopted by the State Board of Education.

[(10)] **(11)** "Content Standards": Facts, concepts, principles, rules, procedures and methods of inquiry associated with specific subject matter areas as adopted by the State Board of Education.

[(11)] **(12)** "Common School District": A school district other than a union high school district formed primarily to provide education in all or part of grades K through 12 to pupils residing within the district (ORS 330.005(2)(b)). See section (20) of this rule.

[(12)] **(13)** "Community Partnerships": Collaborations to network resources to assist students to meet state and local standards and prepare students for post high school transitions. These partnerships include parents, students, business, education, government and community-based organizations.

[(13)] **(14)** "Compliance Indicator": Statement of the action taken by a local district which can be accepted as evidence that the district is in compliance with the intent of a particular state standard.

[(14)] **(15)** "Comprehensive school counseling program": A program that is integral to a district's total PreK through 12 educational program that is planned, proactive and preventative in design to address each student's academic, career, social/emotional development and community involvement.

[(15)] **(16)** "Conditionally Standard School": A school that fails to meet the standards but has submitted a plan of correction, approved by the district school board, to the State Superintendent.

[(16)] **(17)** "Course Goals": Statements describing the knowledge and skills students are expected to acquire as a result of having completed a course, elementary unit, or grade level.

[(17)] **(18)** "Diploma": The document issued by school districts and charter schools in accordance with OAR 581-022-1130 or 581-022-1134.

[(18)] **(19)** "District": A common or union high school district (ORS 332.002(2)).

[(19)] **(20)** "District Goals": Statements related to State Board of Education goals (OAR 581-022-1030) which describe the local district and community's expectations for student learning.

[(20)] **(21)** "District School Board": The board of directors of a common school district or a union high school district (ORS 332.002(1)).

[(21)] **(22)** "Education Plan": A formalized plan and process in which a student identifies their academic, personal and career interests which helps the student to connect school activities with their post-high school goals.

[(22)] **(23)** "Education Profile": Documentation of a student's academic achievement and progress toward their graduation requirements, post-high school goals and other personal accomplishments identified in their education plan.

[(23)] **(24)** "Education Record": has the same meaning as in OAR 581-021-0220.

[(24)] **(25)** "Elementary School": Any combination of grades K through 8.

[(25)] **(26)** "Essential Skills": Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The essential skills include: Read and comprehend a variety of text; Write clearly and accurately; Listen actively and speak clearly and coherently; Apply mathematics in a variety of settings; Think critically and analytically; Use technology to learn, live, and work; Demonstrate civic and community engagement; Demonstrate global literacy; and Demonstrate personal management and teamwork skills.

[(26)] **(27)** "Extended Application Standard": The application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

(28) "Extraordinary circumstance" means an extraordinary condition or incident (such as widespread illness, power outages, water main breaks, exposure to leaking gas or harmful chemicals, or security threats) or an act of nature (such as inclement weather, flooding, or earthquakes) that prevents the district from providing students with scheduled student instructional time.

(29) "Free play": Activities that:

(a) Are supervised by an adult;

(b) Are child-led based on the child's interests; and

(c) Are spontaneous, voluntary, unstructured, and child-directed.

[(27)] **(30)** "Global Studies": An area of study for learning about the people and cultures of the world through history, geography and other social science disciplines.

(31) "Guided Play": Experiences that:

(a) Are under adult guidance; and

(b) Combine the child-directed nature of free play with a focus on learning outcomes.

[(28)] **(32)** "High School": Any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized as a separate unit; grades 9 through 12 housed with grades K through 12; grades 7 or 8 through 12, if approved by the Oregon Department of Education.

[(29)] **(33)** "Identification Team" referred to as the "Team": A team of at least two district staff who carry out district identification procedures and determine the identification of students under OAR 581-022-1310.

[(30)] **(34)(a)** "Instructional time" means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

(b) Instructional time shall include:

(A) Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;

(B) Time that a student spends in statewide performance assessments; and

(C) Up to fifteen minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

(c) Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

[(31)] **(35)** "Junior High School": A secondary school composed of one or more of grades 7, 8, and 9 organized separately from other grades and approved by the Oregon Department of Education.

[(32)] **(36)** "Kindergarten": A planned program that provides activities designed to foster the physical, social, emotional, and cognitive development of young children (ORS 336.092 and 336.095).

[(33)] **(37)** "Language Arts": Reading, writing and other communications in any language, including English, as defined in ORS 329.007.

[(34)] **(38)** "Middle School": An organizational unit composed of any combination of grades 5, 6, 7, and 8 organized separately from other elementary grades and identified as a middle school with the Oregon Department of Education.

[(35)] **(39)** "Next steps": The education and/or career choices students make after leaving high school, which may include the workforce, community colleges, four-year colleges and universities, private career schools, apprenticeships, and the military.

[(36)] **(40)** "Nonstandard School": A school which fails to meet the standards, and which within ninety days of the State Superintendent's notification of deficiencies, fails to submit a plan of

correction or adhere to a plan of correction approved by the State Superintendent (ORS 327.158).

[(37)] **(41)** "Parent": Has the same definition as in Oregon Revised Statute 343.035.

[(38)] **(42)** "Planned Course Statement": Course title, course overview, course goals (including essential learning skills, career-related goals and common curriculum goals as set forth in OARs 581-022-2030) and, where appropriate, graduation competence assigned to the course for verification.

(43)(a) "Play-Based Learning": Learning pursuant to instruction that:

(A) Is intentionally aligned to state standards;

(B) Uses guided play or free play strategies; and

(C) Is provided by a licensed educator or a person working under the direction of a licensed educator.

(b) "Play-Based Learning" shall not include recess or participation in physical education that complies with the requirements of OAR 581-022-2263.

[(39)] **(44)** "Potential": As used in OAR 581-022-1310, the demonstrated capacity to perform at or above the 97th percentile as determined by the team.

[(40)] **(45)** "Program": A planned series of interrelated activities or services contributing to the attainment of a goal or set of goals.

[(41)] **(46)** "Program Evaluation": A process for making judgments about the philosophy, goals, methods, materials and outcomes of a program to guide program improvement.

[(42)] **(47)** "Program Goals" (instructional): Statements describing what students are expected to learn in each district instructional program in any combination of grades K through 12.

[(43)] **(48)** "Program Goals" (support): Statements describing program outcomes which support the entire learning system, or one or more of its components, usually stated in terms of services to be performed.

[(44)] **(49)** "Program Needs Identification": Procedures, which specify and rank the differences between actual and desired outcomes leading to the consideration of program revision.

(50) "Recess": A regular time in the school day for physical activity and play.

[(45)] **(51)** "School District": A common or union high school district (ORS 332.002). For the purposes of OARs 581-022-0403, 581-022-1310, 581-022-1320 and 581-022-1330, school district has the same meaning as in Oregon Revised Statute 343.395.

[(46)] **(52)** "Standard School": A school, which is in compliance with all of the standards.

[(47)] **(53)** "State Standards": State Board division 22 Administrative Rules for public elementary and secondary schools.

[(48)] **(54)** "Student Activity Funds": All money raised or collected by and/or for school-approved student groups, excluding money budgeted in the general fund.

[(49)] **(55)** "Talented and Gifted Students": Those children defined in Oregon Revised Statute 343.395.

[(50)] **(56)** "Union High School District": A school district, other than a common school district, formed in accordance with ORS 335.210 to 335.485 (330.005).

[(51)] **(57)** "World Language": Sign language, heritage language and languages other than a student's primary language, as defined in ORS 329.007.

[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 326.011

History:

ODE 40-2026, minor correction filed 07/23/2026, effective 07/23/2026

ODE 28-2026, minor correction filed 05/29/2026, effective 05/29/2026

ODE 37-2024, amend filed 06/14/2024, effective 06/14/2024

ODE 15-2022, amend filed 03/24/2022, effective 03/24/2022

ODE 38-2018, minor correction filed 11/21/2018, effective 11/21/2018

ODE 18-2018, amend filed 06/05/2018, effective 06/06/2018

ODE 21-2015, f. & cert. ef. 12-18-15

ODE 4-2015, f. 1-30-15, cert. ef. 7-1-15

ODE 25-2008, f. & cert. ef. 9-26-08

ODE 4-2003, f. & cert. ef. 3-14-03

ODE 12-2002, f. & cert. ef. 4-15-02

ODE 7-1999, f. & cert. ef. 1-15-99

EB 6-1995, f. & cert. ef. 1-24-95

EB 8-1989, f. & cert. ef. 1-27-89

1EB 4-1986, f. 1-23-86, ef. 2-1-86

1EB 19-1980, f. 6-17-80, ef. 7-1-80



Preserving Instructional Time

First Read

State Board of Education
September 17th, 2026

Dr. Charlene Williams, Director of Education
Dr. Candice Castillo, Deputy Director of Academics
Eric Anderson, Assistant Superintendent Teaching, Learning and Assessment

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Background

How We Got Here

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Timeline

EO 26-06 &
Temporary Rules
Adoption

April 2026

Statewide Survey,
Engagement
Sessions, Rule
Language Updates

August - September

Second Read &
Recommended
Adoption

October 15

May - July

Baseline Survey,
Restoration
Planning &
Technical

September 17

First Read

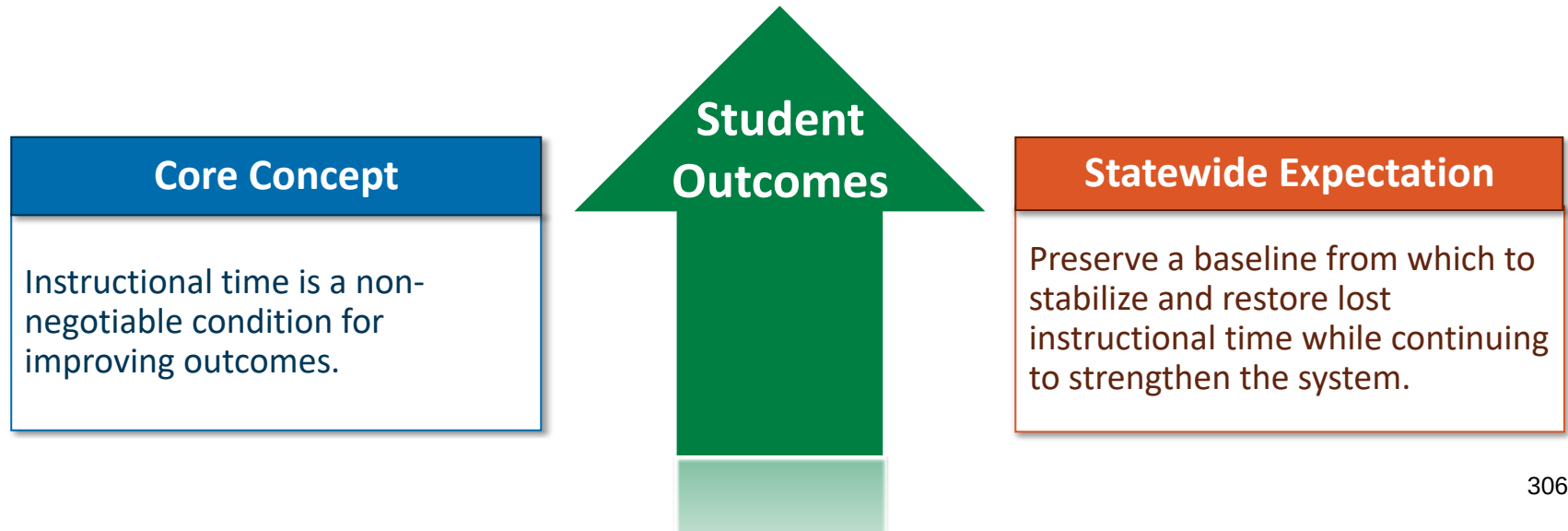
December - January

Rulemaking on
Professional ³⁰⁵
Development &
Parent Teacher
Conference Hours

Oregc

← Ongoing engagement with Education Partners →

April 16 - Executive Order 26-06: Preserve a Baseline



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Preserving Instructional Time: Equity Impact

Reductions in instructional time can have the greatest effect on students who depend most on schools for learning and support. The Executive Order aim to prevent that by:



Protecting Access to instruction and other school-based resources.



Requiring public accountability³⁰⁷ and board approval when instructional time reductions occur.

Two Measures of Instructional Time

Student Instructional time

Bell-to-bell time, including instruction, lunch, recess, passing time, and other scheduled time at school.

Created to implement EO 26-06 and immediate restoration requirements

Division 22 Instructional Time

Time spent in instruction, learning activities, or assessments under the direction of qualified staff.

Existing statewide standards and compliance framework

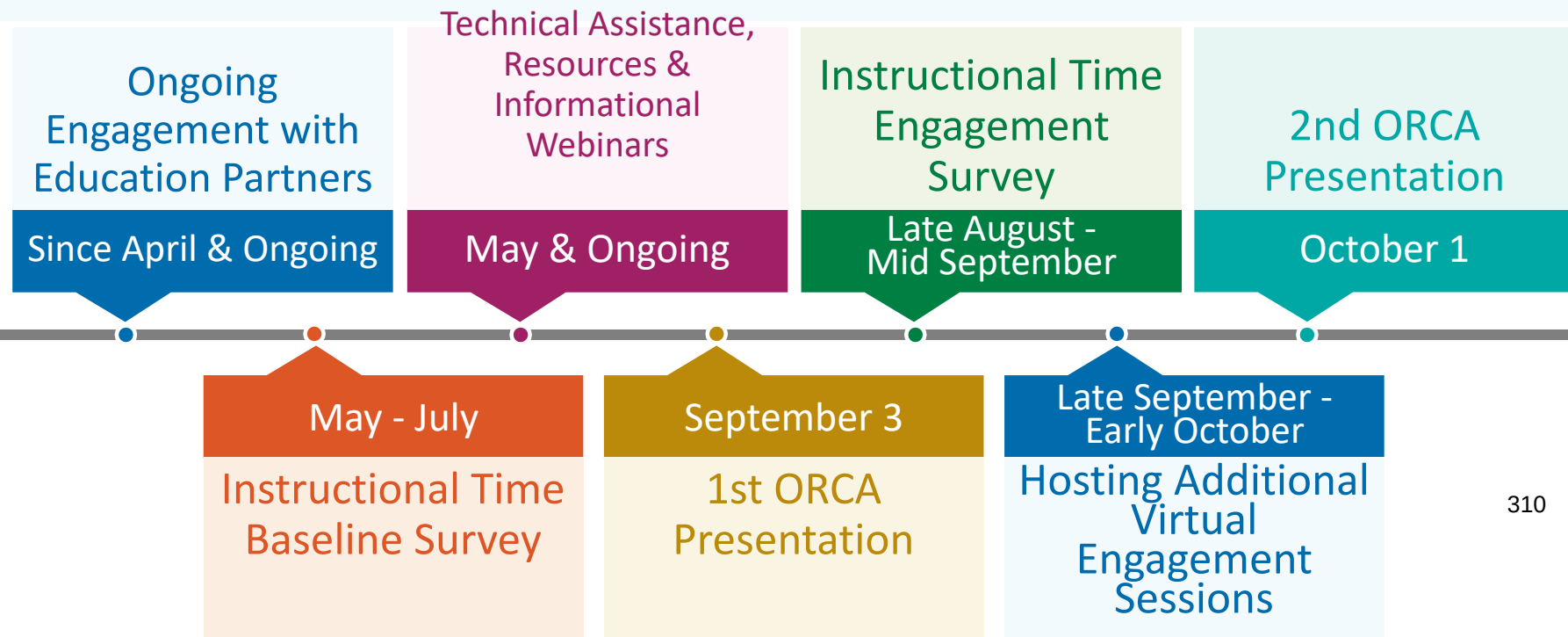
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Engagement Timeline

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Preserving Student Instructional Time: Engagement



Instructional Time Rules Survey

Share Your Input on Oregon's Instructional Time Rules

You are invited to share your perspective on the permanent rulemaking phase of [Executive Order 26-06: Preserving Student Instructional Time](#). As Oregon moves from temporary requirements toward permanent rules, the Oregon Department of Education is seeking your engagement in this process, please complete this survey.

Some requirements established through EO 26-06 are already in effect. This survey is not intended to revisit those requirements. Instead, your engagement will inform permanent rulemaking, including how instructional time should be defined, measured, and what implementation support may be needed.

Thank you for taking the time to complete this survey. Estimated completion time: 10-15 minutes.



578 Complete Responses

Audience Mix:

- 53.3% District and ESD staff or board members
- 31.9% Parents, guardians, and students
- 11.0% Education partners
- 3.8% Community members

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Emergent Themes



- Focus on the EO 26-06 intention of preserving instructional time connected to learning.
- Avoid maintaining two separate measures of time and duplicative reporting.
- Allow limited flexibility for extraordinary circumstances and minor calendar variations.
- Provide greater clarity, predictability, and implementation guidance.



Proposed Permanent Rule

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Preserving Student Instructional Time: Related Rules

- ***OAR 581-022-2320 (Required Instructional Time)***: Establishes Oregon's Division 22 instructional time requirements
- ***OAR 581-022-2323 (Preserving Instructional Time)***: The temporary rules adopted to implement the Executive Order
- ***OAR 581-002-0035 (Prohibits waivers)***: Governs circumstances under which Division 22 requirements may be waived (declared emergencies)
- ***OAR 581-022-0102 (Definitions)***: Contains definitions applicable to the Division 22 standards. ³¹⁴

Overview of Temporary & Permanent Rules

EO 26-06

Prevents any further reduction of student instructional time.

Prohibits Waivers that reduce instructional time (except in declared emergencies).

Requires Restoration of student instructional time or ***Public Justification*** with School Board Approval is required if restoration doesn't occur.

Temporary Rules

Yes,
operationalized through the
“Student Instructional Time”
framework

Yes

Yes,
SIT restoration plans are in place
through the 2027-2028 school year

Permanent Rules

Yes,
but establishes one measure of
Instructional Time: Division 22
framework.

Yes,
Allowance of up to 16 hours for
defined extraordinary circumstances.

Yes
shifts to existing Division 22
“Instructional Time” framework^{§15}

Permanent Rules Updates

TEMPORARY RULES

- **Separate bell-to-bell SIT measure**
- **Immediate restrictions on further reductions**
- **SIT Restoration Plans or Justification**
- **No exemptions other than declared state or federal emergencies**

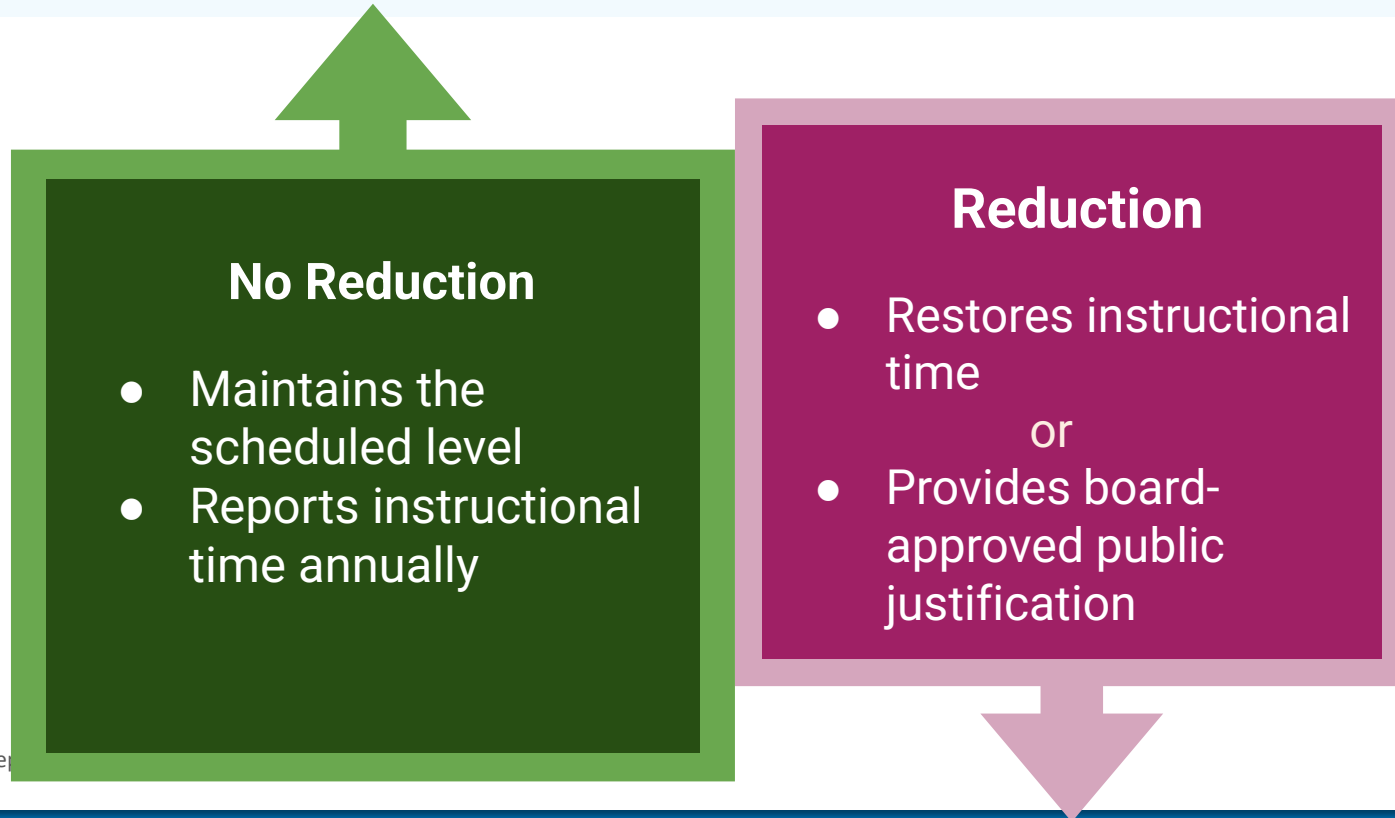
PERMANENT RULES PROPOSAL

- **Division 22 becomes the ongoing preservation framework**
- **Higher of 2024-25 or 2025-26 becomes the district baseline**
- **Existing SIT commitments remain through 2027-28**
- **Up to 16 hours for defined circumstances with local approval**

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Using Division 22 Framework

Selects the Highest Scheduled Instructional Time of 2024-25 and 2025-26



Addressing Instructional Time Baseline and Reductions

(11)(a) If a district reduces instructional time from the amount of instructional time that the district scheduled students to receive below what was offered in the 2024-2025 or 2025-2026 school year, whichever is higher, the district must:

(A) In a time and manner prescribed by the department, provide public notice and written justification for the reduction as approved by the local school board or governing body; or

(B) Restore the instructional time to the level of instructional time scheduled for the 2024-2025 or 2025-2026 school year, whichever is higher.

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Addressing Instructional Time Baseline and Reductions

(11)(b) A district that restores instructional time as described in paragraph (a)(B) of this subsection must submit, in a time and manner required by the department, a restoration plan to the department under which the district will restore the instructional time no later than the beginning of the second school year following the school year in which the reduction took place. The department may require a district to amend and resubmit a plan described in this paragraph.

(c) A district must maintain the amount of instructional time that the district scheduled students to receive in the 2024-2025 or 2025-2026 school year, whichever is higher, each year after the 2026-2027 school year or the district must either publicly justify the decision as described in paragraph (a)(A) of this subsection or restore the instructional time as described in paragraph (a)(B) of this subsection.

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Existing Student Instructional Time Commitments

The restorations and justifications created under the temporary rules remains until June 2028.

Who	Districts that reduced Student Instructional Time in 2024-25 or 2025-26
What Is Required	Restore to the greater of planned 2024-25 or 2025-26 SIT by 2027-28
Or	Publicly justify, with their School Board approval
What Happens Next	The Student Instructional Time obligation sunsets June 30, 2028; Division 22 continues

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Preserving Student Instructional Time: Bottom Line



- Return ongoing requirements to existing Division 22 instructional time framework (OAR 581-022-2320).
- Maintain restoration commitments established under temporary rules.
- Require restoration or public justification when instructional time falls below baseline.
- Allow up to 16 hours of limited flexibility under defined conditions.

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Thank You

IMPLEMENTING EXECUTIVE ORDER 26-06: PRESERVING INSTRUCTIONAL TIME

9/11/26

581-022-2320

Required Instructional Time

(1)(a) Except as allowed under subsections (2) and (4), each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

(A) Grade 12 — 966 hours;

(B) Grades 9–11 — 990 hours; and

(C) Grades K–8 — 900 hours.

(b) A student who is 18 years of age or older or an emancipated minor or the person in parental relationship to a minor student may request to annually receive the minimum hours of instructional time. The school district must honor the request except as specifically provided for by rule or law.

(2)(a) Notwithstanding the requirements of subsection (1), with the annual approval of the local school board after a public hearing, the following students are exempted from the instructional time requirement and are not included in the district's calculation of instructional time under subsection (1):

(A) Students who have fulfilled all state requirements for graduation under OAR 581-022-2000;

(B) Students who at the start of their senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student; and

(C) Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

(b) Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this subsection.

(3) Nothing in this rule may be construed to affect the right of a person to be admitted to the school district in which they reside under ORS 339.115.

(4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:

(a) The request is made with the approval of the school district's governing school board;

(b) The school district is using an evidence-based strategy that includes flexible time options; and

(c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

(5) If a school district chooses to offer less than 900 hours of instructional time for kindergarten students, the kindergarten program shall be considered a half-day program for purposes of ORS 327.006(1) and the school district shall ensure that every kindergarten student is scheduled to receive a minimum of 450 hours of instructional time per year.

(6) Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

(a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;

(b) For kindergarten programs offering less than 900 hours of instructional time, up to 30 hours of recess;

(c) For grades 1–3, up to 60 hours of recess;

(d) Up to 30 for staff professional development; *[and]*

(e) Up to 30 hours for parent teacher conferences^[.]; **and**

(f) Up to 16 hours for extraordinary circumstances and calendar variances.

(7) For students participating in online instruction:

(a) Instructional time includes online instruction supported by a licensed or registered teacher through electronic means.

(b) For online instruction, up to one hour per course per day may be counted as instructional time where the following criteria are met:

(A) Every student has access to a licensed or registered teacher through in-person, telephone, or electronic means for each course taken; and

(B) Every student has regular contact with school personnel for the purpose of attendance and progress monitoring as outlined in the policies maintained by the Oregon Department of Education.

(c) Instructional time may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

(8) There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

(9) No student shall be required to exceed the following number of instructional hours per day:

(a) Grades 9–12 — 8.5 hours;

(b) Grades K–8 — 8 hours.

(10)(a) If a district reduces instructional time from the amount of instructional time that the district scheduled students to receive below what was offered in the 2024-2025 or 2025-2026 school year, whichever is higher, the district must:

(A) In a time and manner prescribed by the department, provide public notice and written justification for the reduction as approved by the local school board or governing body; or

(B) Restore the instructional time to the level of instructional time scheduled for the 2024-2025 or 2025-2026 school year, whichever is higher.

(b) A district that restores instructional time as described in paragraph (a)(B) of this subsection must submit, in a time and manner required by the department, a restoration plan to the department under which the district will restore the instructional time no later than the beginning of the second school year following the school year in which the reduction took place. The department may require a district to amend and resubmit a plan described in this paragraph.

(c) A district must maintain the amount of instructional time that the district scheduled students to receive in the 2024-2025 or 2025-2026 school year, whichever is higher, each year after the 2026-2027 school year or the district must either publicly justify the decision as described in paragraph (a)(A) of this subsection or restore the instructional time as described in paragraph (a)(B) of this subsection.

[(10)] (11) The department shall track and publish *[once each calendar year]* **annually** the instructional time *required by this rule* provided by each district during the previous school year.

Statutory/Other Authority: ORS 326.011 & ORS 326.051

Statutes/Other Implemented: ORS 326.051

History:

ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026

ODE 29-2018, amend filed 09/26/2018, effective 09/26/2018

Renumbered from 581-022-1620 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 2-2015, f. 1-30-15, cert. ef. 7-1-15

ODE 25-2008, f. & cert. ef. 9-26-08

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2323

Preserving Student Instructional Time

(1) As used in this rule:

(a) “District” means a common or union high school district organized under ORS Chapter 332, a public charter school as defined in ORS 338.005, or any other education entity to which OAR 581-022-2320 applies.

(b) “Student instructional time” means the total hours students are in school, bell-to-bell, including recess, lunch, passing time, and *[instruction]* **instructional time**.

[(2) As of April 16, 2026, a district may not:

(a) Further reduce scheduled student instructional time for the remainder of the 2025-2026 school year; or

(b) Reduce scheduled student instructional time during the 2026-2027 school year.]

(2) As of April 16, 2026, a district may not further reduce scheduled student instructional time during the 2026-2027 school year.

(3)(a) If a district reduced scheduled student instructional time during the 2025-2026 school year, or if a district reduced planned scheduled student instructional time for the 2026-2027 school year prior to April 16, 2026, the district must restore student instructional time to no less than the planned 2024-2025 school year levels no later than the beginning of the 2027-2028 school year.

(b) A district described in paragraph (a) of this subsection must provide student instructional time at or above the planned 2024-2025 school year levels or 2025-2026 school year levels, whichever is greater, during the 2027-2028 school year.

(4)(a) Each district described in subsection (3)(a) of this rule shall submit to the Oregon Department of Education, in a manner required by the department, a plan under which the district will restore the student instructional time.

(b) The plan described in paragraph (a) of this subsection must be submitted for approval to the department *[no later than 90 days after the effective date of this rule]*.

(c) The plan described in paragraph (a) of this subsection shall include clear timelines, specific actions, and measures that ensure the full restoration of student instructional time.

(d) The department may require a district to amend and resubmit a plan described in paragraph (a) of this subsection if the plan does not meet the requirements of paragraph (c) of this subsection.

(5) If a district, at the direction of *[their]* **its** school board or governing body, does not restore **or provide** student instructional time as required by subsection (3) of this rule, the district shall publicize the justification for the decision in a time and manner required by the Oregon Department of Education.

(6) Notwithstanding subsections (2) and (3) of this rule, upon approval by the local school board or governing body, a district may include up to 16 hours for extraordinary circumstances and calendar variances when calculating student instructional time.

(7) A district's obligation to restore and provide student instructional time under this rule sunsets on June 30, 2028.

Statutory/Other Authority: ORS 326.011 & ORS 326.051, **Executive Order 26-06**

Statutes/Other Implemented: ORS 326.051, **Executive Order 26-06**

History:

ODE 13-2026, temporary adopt filed 04/17/2026, effective 04/20/2026 through 10/16/2026

581-002-0035

Waivers

The Director of the Department of Education may grant waivers as follows:

(1)(a) **Waiver of a specific standard:** To address an immediate concern or need, a school district may petition the Director for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined that the request conforms with the intent of the standards, the Director shall recommend the waiver to the State Board. Waivers under this provision may be granted for up to one year.

(b) Waiver of Required Instructional Time: Notwithstanding section (1)(a) of this rule, the State Board of Education may not grant waivers for the instructional time requirement set

forth in OAR 581-022-2320, except in the case of a declared national or state disaster or a public health emergency.

(2) Educational Flexibility Partnership Demonstration Act (Ed-Flex) Waiver:

(a) This federal Act allows school districts to request a waiver of statutory or regulatory requirements under the following federal programs or Acts:

(A) Elementary and Secondary Education Act (ESEA) Title I, Helping Disadvantaged Children Meet High Standards;

(B) ESEA Title II, Teacher Quality;

(C) ESEA Title IV, Safe Drug Free Schools;

(D) ESEA Title V, Innovative Education Program Strategies;

(E) ESEA Title VII, Part C — Emergency Immigrant Education;

(F) Carl D. Perkins Vocational and Applied Technology Education Act.

(b) The application must demonstrate that the school district, if the waiver is granted, will still meet the underlying purposes of the federal statutory requirements. The request of an Ed-Flex Waiver must be made on the appropriate application form available from the Department of Education. Waivers under this provision may be granted for periods not to exceed five years.

(3) ADM Report Waivers:

(a) “ADM” means average daily membership as defined in ORS 327.006(3).

(b) If a state of emergency is declared pursuant to ORS 401.165 et. seq., and all public schools are closed by order of the Governor, the Director may waive a report of ADM that is otherwise required under ORS 327.133.

Statutory/Other Authority: ORS 326.051 & ORS 327.133

Statutes/Other Implemented: ORS 326.051, ORS 329.077, ORS 329.555 & ORS 327.133,

Executive Order 26-06

History:

ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026

ODE 10-2024, temporary amend filed 02/16/2024, effective 02/16/2024 through 08/13/2024

ODE 31-2020, amend filed 06/24/2020, effective 06/24/2020

ODE 19-2020, temporary amend filed 04/23/2020, effective 04/23/2020 through 10/19/2020

ODE 44-2018, renumbered from 581-022-1920, filed 12/11/2018, effective 12/11/2018

Reverted to ODE 25-2008, f. & cert. ef. 9-26-08

ODE 2-2017(Temp), f. & cert. ef. 2-1-17 thru 7-24-17

ODE 25-2008, f. & cert. ef. 9-26-08

ODE 11-2002, f. & cert. ef. 4-12-02

EB 2-1997, f. & cert. ef. 3-27-97

581-022-0102

Definitions

The following definitions apply to Oregon Administrative Rules [581-022-0102 through 581-022-1940,] **Chapter 581, Division 022**, unless otherwise indicated by context:

(1) "Assessment": Systematic gathering of data with the purpose of appraising and evaluating children's social, physical, emotional, and intellectual development. Activities may include testing to obtain and organize information on student performance in specific subject areas.

(2) "Calendar variance": means a variance of no more than a calendar day from the immediately preceding school year because of a leap year, holiday, orientation event held before the beginning of the school year, or similar reason.

[(2)] **(3) "Career and Technical Education":** A sequence of organized educational activities that:

(a) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers;

(b) Provides technical skill proficiency and may provide an industry-recognized credential, a certificate or an advanced degree; and

(c) Includes applied learning that contributes to an individual's academic and technical knowledge, higher-order reasoning and problem-solving skills, work attitudes and general employability skills.

[(3)] **(4) "Career Development":** The exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals.

[(4)] **(5) "Career Education":** A process for improving educational programs to enhance student understanding of and preparation for work and continuing career development.

[(5)] **(6) "Career-Related Learning Experiences":** Structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to:

(a) Workplace mentoring;

(b) Workplace simulations;

- (c) School-based enterprises;
- (d) Structured work experiences;
- (e) Cooperative work and study programs;
- (f) On-the-job training;
- (g) Apprenticeship programs;
- (h) Service learning; and
- (i) Field-based investigations.

[(6)] **(7)** "Charter school": A public charter school as defined in ORS 338.005.

[(7)] **(8)** "Child development specialist program": An optional elementary component of a district's comprehensive school counseling program for grades K-8 (or any configuration thereof).

[(8)] **(9)** "Collection of Evidence": The work of a student collected and evaluated together to measure the student's ability to apply what the student knows and can do in relation to a set of standards or criteria.

[(9)] **(10)** "Common Curriculum Goals": The knowledge and skills expected of all students as a result of their educational experience; defined by the state as:

- (a) The Essential Learning Skills which means essential skills as defined by this rule; and
- (b) The Content Standards as adopted by the State Board of Education.

[(10)] **(11)** "Content Standards": Facts, concepts, principles, rules, procedures and methods of inquiry associated with specific subject matter areas as adopted by the State Board of Education.

[(11)] **(12)** "Common School District": A school district other than a union high school district formed primarily to provide education in all or part of grades K through 12 to pupils residing within the district (ORS 330.005(2)(b)). See section (20) of this rule.

[(12)] **(13)** "Community Partnerships": Collaborations to network resources to assist students to meet state and local standards and prepare students for post high school transitions. These partnerships include parents, students, business, education, government and community-based organizations.

[(13)] **(14)** "Compliance Indicator": Statement of the action taken by a local district which can be accepted as evidence that the district is in compliance with the intent of a particular state standard.

[(14)] **(15)** "Comprehensive school counseling program": A program that is integral to a district's total PreK through 12 educational program that is planned, proactive and preventative in design to address each student's academic, career, social/emotional development and community involvement.

[(15)] **(16)** "Conditionally Standard School": A school that fails to meet the standards but has submitted a plan of correction, approved by the district school board, to the State Superintendent.

[(16)] **(17)** "Course Goals": Statements describing the knowledge and skills students are expected to acquire as a result of having completed a course, elementary unit, or grade level.

[(17)] **(18)** "Diploma": The document issued by school districts and charter schools in accordance with OAR 581-022-1130 or 581-022-1134.

[(18)] **(19)** "District": A common or union high school district (ORS 332.002(2)).

[(19)] **(20)** "District Goals": Statements related to State Board of Education goals (OAR 581-022-1030) which describe the local district and community's expectations for student learning.

[(20)] **(21)** "District School Board": The board of directors of a common school district or a union high school district (ORS 332.002(1)).

[(21)] **(22)** "Education Plan": A formalized plan and process in which a student identifies their academic, personal and career interests which helps the student to connect school activities with their post-high school goals.

[(22)] **(23)** "Education Profile": Documentation of a student's academic achievement and progress toward their graduation requirements, post-high school goals and other personal accomplishments identified in their education plan.

[(23)] **(24)** "Education Record": has the same meaning as in OAR 581-021-0220.

[(24)] **(25)** "Elementary School": Any combination of grades K through 8.

[(25)] **(26)** "Essential Skills": Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The essential skills include: Read and comprehend a variety of text; Write clearly and accurately; Listen actively and speak clearly and coherently; Apply mathematics in a variety of settings; Think critically and analytically; Use technology to learn,

live, and work; Demonstrate civic and community engagement; Demonstrate global literacy; and Demonstrate personal management and teamwork skills.

[(26)] **(27)** "Extended Application Standard": The application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

(28) "Extraordinary circumstance" means an extraordinary condition or incident (such as widespread illness, power outages, water main breaks, exposure to leaking gas or harmful chemicals, or security threats) or an act of nature (such as inclement weather, flooding, or earthquakes) that prevents the district from providing students with scheduled student instructional time.

[(27)] **(29)** "Global Studies": An area of study for learning about the people and cultures of the world through history, geography and other social science disciplines.

[(28)] **(30)** "High School": Any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized as a separate unit; grades 9 through 12 housed with grades K through 12; grades 7 or 8 through 12, if approved by the Oregon Department of Education.

[(29)] **(31)** "Identification Team" referred to as the "Team": A team of at least two district staff who carry out district identification procedures and determine the identification of students under OAR 581-022-1310.

[(30)] **(32)(a)** "Instructional time" means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

(b) Instructional time shall include:

(A) Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;

(B) Time that a student spends in statewide performance assessments; and

(C) Up to fifteen minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

(c) Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

[(31)] **(33)** "Junior High School": A secondary school composed of one or more of grades 7, 8, and 9 organized separately from other grades and approved by the Oregon Department of Education.

[(32)] **(34)** "Kindergarten": A planned program that provides activities designed to foster the physical, social, emotional, and cognitive development of young children (ORS 336.092 and 336.095).

[(33)] **(35)** "Language Arts": Reading, writing and other communications in any language, including English, as defined in ORS 329.007.

[(34)] **(36)** "Middle School": An organizational unit composed of any combination of grades 5, 6, 7, and 8 organized separately from other elementary grades and identified as a middle school with the Oregon Department of Education.

[(35)] **(37)** "Next steps": The education and/or career choices students make after leaving high school, which may include the workforce, community colleges, four-year colleges and universities, private career schools, apprenticeships, and the military.

[(36)] **(38)** "Nonstandard School": A school which fails to meet the standards, and which within ninety days of the State Superintendent's notification of deficiencies, fails to submit a plan of correction or adhere to a plan of correction approved by the State Superintendent (ORS 327.158).

[(37)] **(39)** "Parent": Has the same definition as in Oregon Revised Statute 343.035.

[(38)] **(40)** "Planned Course Statement": Course title, course overview, course goals (including essential learning skills, career-related goals and common curriculum goals as set forth in OARs 581-022-2030) and, where appropriate, graduation competence assigned to the course for verification.

[(39)] **(41)** "Potential": As used in OAR 581-022-1310, the demonstrated capacity to perform at or above the 97th percentile as determined by the team.

[(40)] **(42)** "Program": A planned series of interrelated activities or services contributing to the attainment of a goal or set of goals.

[(41)] **(43)** "Program Evaluation": A process for making judgments about the philosophy, goals, methods, materials and outcomes of a program to guide program improvement.

[(42)] **(44)** "Program Goals" (instructional): Statements describing what students are expected to learn in each district instructional program in any combination of grades K through 12.

[(43)] **(45)** "Program Goals" (support): Statements describing program outcomes which support the entire learning system, or one or more of its components, usually stated in terms of services to be performed.

[(44)] **(46)** "Program Needs Identification": Procedures, which specify and rank the differences between actual and desired outcomes leading to the consideration of program revision.

[(45)] **(47)** "School District": A common or union high school district (ORS 332.002). For the purposes of OARs 581-022-0403, 581-022-1310, 581-022-1320 and 581-022 1330, school district has the same meaning as in Oregon Revised Statute 343.395.

[(46)] **(48)** "Standard School": A school, which is in compliance with all of the standards.

[(47)] **(49)** "State Standards": State Board division 22 Administrative Rules for public elementary and secondary schools.

[(48)] **(50)** "Student Activity Funds": All money raised or collected by and/or for school-approved student groups, excluding money budgeted in the general fund.

[(49)] **(51)** "Talented and Gifted Students": Those children defined in Oregon Revised Statute 343.395.

[(50)] **(52)** "Union High School District": A school district, other than a common school district, formed in accordance with ORS 335.210 to 335.485 (330.005).

[(51)] **(53)** "World Language": Sign language, heritage language and languages other than a student's primary language, as defined in ORS 329.007.

[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 326.011

History:

ODE 40-2026, minor correction filed 07/23/2026, effective 07/23/2026

ODE 28-2026, minor correction filed 05/29/2026, effective 05/29/2026

ODE 37-2024, amend filed 06/14/2024, effective 06/14/2024

ODE 15-2022, amend filed 03/24/2022, effective 03/24/2022

ODE 38-2018, minor correction filed 11/21/2018, effective 11/21/2018

ODE 18-2018, amend filed 06/05/2018, effective 06/06/2018

ODE 21-2015, f. & cert. ef. 12-18-15

ODE 4-2015, f. 1-30-15, cert. ef. 7-1-15

ODE 25-2008, f. & cert. ef. 9-26-08
ODE 4-2003, f. & cert. ef. 3-14-03
ODE 12-2002, f. & cert. ef. 4-15-02
ODE 7-1999, f. & cert. ef. 1-15-99
EB 6-1995, f. & cert. ef. 1-24-95
EB 8-1989, f. & cert. ef. 1-27-89
1EB 4-1986, f. 1-23-86, ef. 2-1-86
1EB 19-1980, f. 6-17-80, ef. 7-1-80

Summary

Meeting Date: 9/17/2026

Title: IMPLEMENTING SENATE BILL 1596 (2026): PLAY-BASED LEARNING

Status: First Reading

Presentation: Yes

Key Staff: Susan Payne, Dr. Xylecia Fynn Aikins

Topic Summary: Rule revisions to implement Senate Bill 1596 (2026) which recognizes play-based learning as instructional time for students in kindergarten through grade 5 and directs the Oregon State Board of Education to incorporate it into instructional time requirements

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

- 1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

Play-based learning is an instructional approach that uses free play and guided play to support student learning and development. Educators intentionally design environments and experiences that allow students to explore, collaborate, solve problems, develop social and emotional competencies, and build academic knowledge while maintaining student choice and agency. Currently, Oregon Administrative Rules do not explicitly recognize play-based learning as instructional time.

- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

Senate Bill 1596 (2026) requires the State Board of Education to ensure that play-based learning may be considered instructional time for students in kindergarten through grade five. The statute establishes definitions for free play, guided play, and play-based learning and specifies that play-based learning does not include recess or physical education.

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The statute is prescriptive regarding the requirement that play-based learning be recognized as instructional time and in establishing core statutory definitions.

3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?

This item has not come before the Board. This is a first read.

4. Why is this item coming before the Board now?

Senate Bill 1596 requires recognition of play-based learning as instructional time beginning January 1, 2027. Rule adoption is necessary to ensure Oregon Administrative Rules are aligned with statutory requirements and implementation timelines.

5. Who requested or brought about the need for this item? (Select all that apply.)

- ☐ ODE Staff
- ☐ Students
- ☐ Families
- ☐ Community-Based Organizations
- ☐ Culturally Specific Organizations
- ☐ School Districts
- ☐ Education Service Districts
- ☐ Charter Schools
- ☒ Oregon State Legislature
- ☐ Educational Associations
- ☐ Racial Justice Council
- ☐ Federal Government
- ☐ One or more of Oregon's nine federally recognized tribes: _____
- ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

The Equity Decision Tree informed ODE's engagement by identifying students and educators in kindergarten through grade five settings as the primary population affected by these proposed rules. ODE engaged internal and external partners, including the Department of Early Learning

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and Care (DELIC), Teaching Preschool Partners, the Children's Institute, and school district partners to gather input and inform implementation planning.

ODE conducted a Play-Based Learning Listening Session on September 10. The invited audience included district and school administrators, as well as K-5 educators, such as teachers, instructional coaches, counselors, instructional support staff, etc.

Questions about the proposed play-based learning rule language were included in the broader Instructional Time survey that was distributed to gather feedback on the permanent rulemaking for Executive Order 26-06 Preserving Student Instructional Time. Survey respondents include district and school administrators and educators, parents and students, and education partners.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's [Tribal Consultation Toolkit](#).)**
- ☒ No
 - ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
 - ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.
8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
- ☐ N/A; this item does not intersect with other state entities.
 - ☐ Oregon Health Authority (OHA)
 - ☒ Department of Early Learning and Care (DELIC; formerly ELD)
 - ☐ Educator Advancement Council (EAC)
 - ☐ Higher Education Coordinating Commission (HECC)
 - ☐ Youth Development Oregon (YDO)
 - ☐ Teacher Standards and Practices Commission (TSPC)
 - ☐ Oregon Housing and Community Services (OHCS)
 - ☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

ODE partnered with the Department of Early Learning and Care (DELIC) throughout development of the proposed rule language and implementation resources. DELIC provided expertise regarding child development, developmentally appropriate instructional practices, continuity across early learning systems, and implementation considerations for young learners. DELIC also participated in discussions regarding definitions and engagement strategies

9. Which geographic perspectives are intentionally represented in your office/team engagement strategy?

- ☒ Northeast Oregon
- ☒ Central and Southeast Oregon
- ☒ Southwest Oregon
- ☒ Willamette Valley and Central Coast
- ☒ Northwest Oregon
- ☐ Tribal lands
- ☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

The proposed rules apply statewide to all districts serving students in kindergarten through grade five. Engagement efforts sought representation from educators, administrators, and partners across Oregon's geographic regions to better understand implementation opportunities and challenges in rural, urban, suburban, remote, and frontier communities.

10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

Engagement with DELC/ODE Alignment Team included the following feedback.

- Definitions should be clear and included in work relevant for implementing play-based learning
- Include conversations with Early Childhood Education (ECE) providers
- Align with the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) recommended practices
- Teaching is needed for Preschool Partners who works with districts to support P-3 alignment using an inquiry-based approach
- Teachers need support, there may be fear around play-based learning
- Educators should understand their role in play-based learning
- Clarify the impact of free play on teaching and learning.
- There is a need for common messaging among agencies and cross-offices

Engagement with ORCA highlighted the following pieces of feedback:

- Clarity needed about difference between free play and recess
- Emphasize play-based learning as explicitly standards aligned across content areas
- Clarity is needed about adult supervision and licensure requirements

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Clarification is provided in the rule about the difference between play-based learning, free-play, and recess by defining recess. We will continue to create and elevate guidance and resources relevant for play-based learning.

Based on the engagement feedback we are seeking clarity from ODE's OAR team on licensure requirements for adults who implement play-based learning. We are considering ways to further clarify within the rule. Additionally, we added explicit language in the rule and definition that play-based learning must standards-aligned.

Feedback from the engagement/listening session on September 10th will be included in the presentation. Additionally, preliminary feedback from statewide engagement led by consultants, will be received September 11th and included in the presentation to the State Board of Education..

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

October ORCA Engagement feedback will inform the development of this work.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

For Play-Based Learning, no state fiscal impact was identified. Limited local costs may be associated with training, planning, materials, and implementation support. The bill is intended to be implemented within existing instructional programs and resources. The proposed rule changes primarily clarify how districts may count play-based learning as instructional time rather than creating new instructional time requirements.

- 14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?**

Board action will not create a fiscal or administrative impact on state agencies, units of local government, and/or the public. It will not increase costs associated with compliance for small businesses.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

- 15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?**

Play-based learning provides students with authentic opportunities to engage in learning and sense making in meaningful ways. It begins with the assets children bring from their homes and communities and creates multiple entry points for participation, communication, problem-solving, demonstrating creativity, and exploring curiosity. The bill promotes equitable learning environments by encouraging culturally and linguistically responsive, strengths-based approaches that honor students' identities, experiences, and ways of learning. This approach helps to establish relational trust between students, families, and their educators. Rather than expecting the 'right' way to play or learn, educators notice and build on the varied ways that each child engages with peers, ideas, and their environments. Students who disengage from traditional approaches to education centered in Eurocentric norms can benefit from play-based learning approaches that promote developmental and academic growth, agency, belonging, and access for diverse learners. Through engagement with educators and partners, ODE intentionally considered how implementation could increase belonging, engagement, and access for historically underserved students.

- 16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?**

Board action on play-based learning will provide school district employees and volunteers who have been systemically marginalized with increased efficacy and agency as they integrate learning opportunities that elevate their identities and strengths in support of reducing barriers for diverse learners. It provides school district employees, and volunteers who support staff delivering standards aligned instruction, with expanded opportunities for engaging students through developmentally appropriate, innovative and creative practices.

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- 17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?**

In the short-term, Board action will allow play-based learning to be considered instructional time for students in kindergarten through grade five, implementing the requirement of SB 1596 that any rules adopted by the State Board of Education that prescribe requirements for instructional time do so.

In the long-term, Board action may increase districts' use of play-based learning as a pedagogical approach that engages students and, over time, expand opportunities for teaching and learning in ways that respond to student strengths and aligns with their needs and instructional goals.

- 18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?**

Inaction on this item would result in OAR 581-022-2320 Required Instructional Time being out of alignment with statutory requirements.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

- 19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

This rulemaking includes proposed amendments to:

- **OAR 581-022-0102** to establish definitions for free play, guided play, play-based learning, and recess.
- **OAR 581-022-2320** to allow districts to count standards-aligned play-based learning as instructional time for students in kindergarten through grade five.

ODE asks that the Board consider the proposed language and provide feedback regarding clarity of the definitions.

- 20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board's Mission, Vision, and Values](#)?**

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The proposed amendment advances the State Board of Education's mission by establishing clear definitions for free play, guided play, play-based learning, and recess, creating consistent statewide understanding and implementation of evidence-based educational practices. The amendment recognizes that students in kindergarten through grade five can learn through play-based experiences and instructional approaches that foster academic, social, emotional, and cognitive growth. Play-based learning supports districts by expanding opportunities to implement developmentally appropriate instruction that extends their abilities to meet the diverse needs of Oregon learners.

The proposed amendment advances the State Board of Education's vision by supporting instructional methods that are responsive to different learning styles, cultures, experiences, and developmental needs. Play-based learning creates opportunities for students in kindergarten through grade five to engage in active learning that can increase engagement, belonging, and access to learning. The amendment honors Oregon's increasingly diverse student population and affirms students' varied and unique ways of communicating, problem-solving, creating, sense-making, and interacting with the world around them in ways that help them reach their full potential.

The proposed amendment advances the State Board of Education's values by supporting access to learning for every Oregon student in kindergarten through grade five. Play-based learning reflects the values of equity, inclusion, innovation, and adaptability. Play-based learning can provide multiple entry points for each student, helping ensure that all students have access to meaningful learning experiences with respect to their background, language, or learning needs and interests. As a student-centered approach, play-based learning acknowledges the developmental needs of children in kindergarten through grade five and centers student learning and well-being in educational practice. The amendment supports a holistic experience through play-based learning which contributes to students' social-emotional development, physical well-being, and academic growth.

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

The Office of Teaching Learning and Assessment is recommending the Board adopt amendments to the following rules:

OAR 581-022-0102: Addition of play-based learning definitions to the definitions rule: free-play, guided-play, play based learning, and recess.

OAR 581-022-2320: Allowance to include play-based learning as required instructional time for grades 1-5.

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This rule reflects ODE's commitment to the academic, social, and emotional development of students. In play-based learning students explore, experience belonging, collaborate, make choices, solve problems, communicate and represent ideas in multiple ways, and apply learning. Educators facilitate, ask open-ended questions, observe learning, connect instruction to content standards and developmental domains, and support student growth and academic excellence.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- ☐ N/A; this item does not require any additional support.
- ☐ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☐ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies
- ☒ Guidance and/or supplemental resources
- ☐ Other: _____

23. Has this item changed since the last Board meeting?

- ☒ N/A; this item has not previously been before the Board
- ☐ No; same as last month
- ☐ Yes; please review Appendix A: Second Reading below.

IMPLEMENTING EXECUTIVE ORDER 26-06: PRESERVING INSTRUCTIONAL TIME and
IMPLEMENTING SENATE BILL 1596 (2026): PLAYBASED LEARNING

9/10/26

581-022-2320

Required Instructional Time

(1)(a) Except as allowed under subsections (2) and (4), each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

(A) Grade 12 — 966 hours;

(B) Grades 9–11 — 990 hours; and

(C) Grades K–8 — 900 hours.

(b) A student who is 18 years of age or older or an emancipated minor or the person in parental relationship to a minor student may request to annually receive the minimum hours of instructional time. The school district must honor the request except as specifically provided for by rule or law.

(2)(a) Notwithstanding the requirements of subsection (1), with the annual approval of the local school board after a public hearing, the following students are exempted from the instructional time requirement and are not included in the district's calculation of instructional time under subsection (1):

(A) Students who have fulfilled all state requirements for graduation under OAR 581-022-2000;

(B) Students who at the start of their senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student; and

(C) Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

(b) Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this subsection.

(3) Nothing in this rule may be construed to affect the right of a person to be admitted to the school district in which they reside under ORS 339.115.

(4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:

- (a) The request is made with the approval of the school district's governing school board;
- (b) The school district is using an evidence-based strategy that includes flexible time options; and
- (c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

(5) If a school district chooses to offer less than 900 hours of instructional time for kindergarten students, the kindergarten program shall be considered a half-day program for purposes of ORS 327.006(1) and the school district shall ensure that every kindergarten student is scheduled to receive a minimum of 450 hours of instructional time per year.

(6) For kindergarten programs and grades 1-5, a district may include in its calculation of instructional time required by subsection (1) of this rule hours spent engaged in play-based learning.

[(6)] **(7)** Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

- (a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;
- (b) For kindergarten programs offering less than 900 hours of instructional time, up to 30 hours of recess;
- (c) For grades 1–3, up to 60 hours of recess;
- (d) Up to 30 for staff professional development; *[and]*
- (e) Up to 30 hours for parent teacher conferences[.]; **and**

(f) Up to 16 hours for extraordinary circumstances and calendar variances.

[(7)] **(8)** For students participating in online instruction:

- (a) Instructional time includes online instruction supported by a licensed or registered teacher through electronic means.

(b) For online instruction, up to one hour per course per day may be counted as instructional time where the following criteria are met:

(A) Every student has access to a licensed or registered teacher through in-person, telephone, or electronic means for each course taken; and

(B) Every student has regular contact with school personnel for the purpose of attendance and progress monitoring as outlined in the policies maintained by the Oregon Department of Education.

(c) Instructional time may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

~~[(8)]~~ **(9)** There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

~~[(9)]~~ **(10)** No student shall be required to exceed the following number of instructional hours per day:

(a) Grades 9–12 — 8.5 hours;

(b) Grades K–8 — 8 hours.

(11)(a) If a district reduces instructional time from the amount of instructional time that the district scheduled students to receive below what was offered in the 2024-2025 or 2025-2026 school year, whichever is higher, the district must:

(A) In a time and manner prescribed by the department, provide public notice and written justification for the reduction as approved by the local school board or governing body; or

(B) Restore the instructional time to the level of instructional time scheduled for the 2024-2025 or 2025-2026 school year, whichever is higher.

(b) A district that restores instructional time as described in paragraph (a)(B) of this subsection must submit, in a time and manner required by the department, a restoration plan to the department under which the district will restore the instructional time no later than the beginning of the second school year following the school year in which the reduction took place. The department may require a district to amend and resubmit a plan described in this paragraph.

(c) A district must maintain the amount of instructional time that the district scheduled students to receive in the 2024-2025 or 2025-2026 school year, whichever is higher, each year after the 2026-2027 school year or the district must either publicly justify the decision as

described in paragraph (a)(A) of this subsection or restore the instructional time as described in paragraph (a)(B) of this subsection.

[(10)] (12) The department shall track and publish *[once each calendar year]* **annually** the instructional time *required by this rule* provided by each district during the previous school year.

Statutory/Other Authority: ORS 326.011 & ORS 326.051

Statutes/Other Implemented: ORS 326.051

History:

ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026

ODE 29-2018, amend filed 09/26/2018, effective 09/26/2018

Renumbered from 581-022-1620 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 2-2015, f. 1-30-15, cert. ef. 7-1-15

ODE 25-2008, f. & cert. ef. 9-26-08

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2323

Preserving Student Instructional Time

(1) As used in this rule:

(a) “District” means a common or union high school district organized under ORS Chapter 332, a public charter school as defined in ORS 338.005, or any other education entity to which OAR 581-022-2320 applies.

(b) “Student instructional time” means the total hours students are in school, bell-to-bell, including recess, lunch, passing time, and *[instruction]* **instructional time**.

[(2) As of April 16, 2026, a district may not:

(a) Further reduce scheduled student instructional time for the remainder of the 2025-2026 school year; or

(b) Reduce scheduled student instructional time during the 2026-2027 school year.]

(2) As of April 16, 2026, a district may not further reduce scheduled student instructional time during the 2026-2027 school year.

(3)(a) If a district reduced scheduled student instructional time during the 2025-2026 school year, or if a district reduced planned scheduled student instructional time for the 2026-2027 school year prior to April 16, 2026, the district must restore student instructional time to no less than the planned 2024-2025 school year levels no later than the beginning of the 2027-2028 school year.

(b) A district described in paragraph (a) of this subsection must provide student instructional time at or above the planned 2024-2025 school year levels or 2025-2026 school year levels, whichever is greater, during the 2027-2028 school year.

(4)(a) Each district described in subsection (3)(a) of this rule shall submit to the Oregon Department of Education, in a manner required by the department, a plan under which the district will restore the student instructional time.

(b) The plan described in paragraph (a) of this subsection must be submitted for approval to the department *[no later than 90 days after the effective date of this rule]*.

(c) The plan described in paragraph (a) of this subsection shall include clear timelines, specific actions, and measures that ensure the full restoration of student instructional time.

(d) The department may require a district to amend and resubmit a plan described in paragraph (a) of this subsection if the plan does not meet the requirements of paragraph (c) of this subsection.

(5) If a district, at the direction of *[their]* **its** school board or governing body, does not restore **or provide** student instructional time as required by subsection (3) of this rule, the district shall publicize the justification for the decision in a time and manner required by the Oregon Department of Education.

(6) Notwithstanding subsections (2) and (3) of this rule, upon approval by the local school board or governing body, a district may include up to 16 hours for extraordinary circumstances and calendar variances when calculating student instructional time.

(7) A district's obligation to restore and provide student instructional time under this rule sunsets on June 30, 2028.

Statutory/Other Authority: ORS 326.011 & ORS 326.051, **Executive Order 26-06**

Statutes/Other Implemented: ORS 326.051, **Executive Order 26-06**

History:

ODE 13-2026, temporary adopt filed 04/17/2026, effective 04/20/2026 through 10/16/2026

581-002-0035

Waivers

The Director of the Department of Education may grant waivers as follows:

(1)(a) **Waiver of a specific standard:** To address an immediate concern or need, a school district may petition the Director for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined

that the request conforms with the intent of the standards, the Director shall recommend the waiver to the State Board. Waivers under this provision may be granted for up to one year.

(b) Waiver of Required Instructional Time: Notwithstanding section (1)(a) of this rule, the State Board of Education may not grant waivers for the instructional time requirement set forth in OAR 581-022-2320, except in the case of a declared national or state disaster or a public health emergency.

(2) Educational Flexibility Partnership Demonstration Act (Ed-Flex) Waiver:

(a) This federal Act allows school districts to request a waiver of statutory or regulatory requirements under the following federal programs or Acts:

(A) Elementary and Secondary Education Act (ESEA) Title I, Helping Disadvantaged Children Meet High Standards;

(B) ESEA Title II, Teacher Quality;

(C) ESEA Title IV, Safe Drug Free Schools;

(D) ESEA Title V, Innovative Education Program Strategies;

(E) ESEA Title VII, Part C — Emergency Immigrant Education;

(F) Carl D. Perkins Vocational and Applied Technology Education Act.

(b) The application must demonstrate that the school district, if the waiver is granted, will still meet the underlying purposes of the federal statutory requirements. The request of an Ed-Flex Waiver must be made on the appropriate application form available from the Department of Education. Waivers under this provision may be granted for periods not to exceed five years.

(3) ADM Report Waivers:

(a) “ADM” means average daily membership as defined in ORS 327.006(3).

(b) If a state of emergency is declared pursuant to ORS 401.165 et. seq., and all public schools are closed by order of the Governor, the Director may waive a report of ADM that is otherwise required under ORS 327.133.

Statutory/Other Authority: ORS 326.051 & ORS 327.133

Statutes/Other Implemented: ORS 326.051, ORS 329.077, ORS 329.555 & ORS 327.133,

Executive Order 26-06

History:

ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026

ODE 10-2024, temporary amend filed 02/16/2024, effective 02/16/2024 through 08/13/2024

ODE 31-2020, amend filed 06/24/2020, effective 06/24/2020

ODE 19-2020, temporary amend filed 04/23/2020, effective 04/23/2020 through 10/19/2020

ODE 44-2018, renumbered from 581-022-1920, filed 12/11/2018, effective 12/11/2018

Reverted to ODE 25-2008, f. & cert. ef. 9-26-08

ODE 2-2017(Temp), f. & cert. ef. 2-1-17 thru 7-24-17

ODE 25-2008, f. & cert. ef. 9-26-08

ODE 11-2002, f. & cert. ef. 4-12-02

EB 2-1997, f. & cert. ef. 3-27-97

581-022-0102

Definitions

The following definitions apply to Oregon Administrative Rules [581-022-0102 through 581-022-1940,] **Chapter 581, Division 022**, unless otherwise indicated by context:

(1) "Assessment": Systematic gathering of data with the purpose of appraising and evaluating children's social, physical, emotional, and intellectual development. Activities may include testing to obtain and organize information on student performance in specific subject areas.

(2) "Calendar variance": means a variance of no more than a calendar day from the immediately preceding school year because of a leap year, holiday, orientation event held before the beginning of the school year, or similar reason.

[(2)] **(3) "Career and Technical Education":** A sequence of organized educational activities that:

(a) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers;

(b) Provides technical skill proficiency and may provide an industry-recognized credential, a certificate or an advanced degree; and

(c) Includes applied learning that contributes to an individual's academic and technical knowledge, higher-order reasoning and problem-solving skills, work attitudes and general employability skills.

[(3)] **(4) "Career Development":** The exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals.

[(4)] **(5) "Career Education":** A process for improving educational programs to enhance student understanding of and preparation for work and continuing career development.

[(5)] **(6) "Career-Related Learning Experiences":** Structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real

life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to:

- (a) Workplace mentoring;
- (b) Workplace simulations;
- (c) School-based enterprises;
- (d) Structured work experiences;
- (e) Cooperative work and study programs;
- (f) On-the-job training;
- (g) Apprenticeship programs;
- (h) Service learning; and
- (i) Field-based investigations.

[(6)] **(7)** "Charter school": A public charter school as defined in ORS 338.005.

[(7)] **(8)** "Child development specialist program": An optional elementary component of a district's comprehensive school counseling program for grades K-8 (or any configuration thereof).

[(8)] **(9)** "Collection of Evidence": The work of a student collected and evaluated together to measure the student's ability to apply what the student knows and can do in relation to a set of standards or criteria.

[(9)] **(10)** "Common Curriculum Goals": The knowledge and skills expected of all students as a result of their educational experience; defined by the state as:

- (a) The Essential Learning Skills which means essential skills as defined by this rule; and
- (b) The Content Standards as adopted by the State Board of Education.

[(10)] **(11)** "Content Standards": Facts, concepts, principles, rules, procedures and methods of inquiry associated with specific subject matter areas as adopted by the State Board of Education.

[(11)] **(12)** "Common School District": A school district other than a union high school district formed primarily to provide education in all or part of grades K through 12 to pupils residing within the district (ORS 330.005(2)(b)). See section (20) of this rule.

[(12)] **(13)** "Community Partnerships": Collaborations to network resources to assist students to meet state and local standards and prepare students for post high school transitions. These partnerships include parents, students, business, education, government and community-based organizations.

[(13)] **(14)** "Compliance Indicator": Statement of the action taken by a local district which can be accepted as evidence that the district is in compliance with the intent of a particular state standard.

[(14)] **(15)** "Comprehensive school counseling program": A program that is integral to a district's total PreK through 12 educational program that is planned, proactive and preventative in design to address each student's academic, career, social/emotional development and community involvement.

[(15)] **(16)** "Conditionally Standard School": A school that fails to meet the standards but has submitted a plan of correction, approved by the district school board, to the State Superintendent.

[(16)] **(17)** "Course Goals": Statements describing the knowledge and skills students are expected to acquire as a result of having completed a course, elementary unit, or grade level.

[(17)] **(18)** "Diploma": The document issued by school districts and charter schools in accordance with OAR 581-022-1130 or 581-022-1134.

[(18)] **(19)** "District": A common or union high school district (ORS 332.002(2)).

[(19)] **(20)** "District Goals": Statements related to State Board of Education goals (OAR 581-022-1030) which describe the local district and community's expectations for student learning.

[(20)] **(21)** "District School Board": The board of directors of a common school district or a union high school district (ORS 332.002(1)).

[(21)] **(22)** "Education Plan": A formalized plan and process in which a student identifies their academic, personal and career interests which helps the student to connect school activities with their post-high school goals.

[(22)] **(23)** "Education Profile": Documentation of a student's academic achievement and progress toward their graduation requirements, post-high school goals and other personal accomplishments identified in their education plan.

[(23)] **(24)** "Education Record": has the same meaning as in OAR 581-021-0220.

[(24)] **(25)** "Elementary School": Any combination of grades K through 8.

[(25)] **(26)** "Essential Skills": Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The essential skills include: Read and comprehend a variety of text; Write clearly and accurately; Listen actively and speak clearly and coherently; Apply mathematics in a variety of settings; Think critically and analytically; Use technology to learn, live, and work; Demonstrate civic and community engagement; Demonstrate global literacy; and Demonstrate personal management and teamwork skills.

[(26)] **(27)** "Extended Application Standard": The application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

(28) "Extraordinary circumstance" means an extraordinary condition or incident (such as widespread illness, power outages, water main breaks, exposure to leaking gas or harmful chemicals, or security threats) or an act of nature (such as inclement weather, flooding, or earthquakes) that prevents the district from providing students with scheduled student instructional time.

(29) "Free play": Activities that:

(a) Are supervised by an adult;

(b) Are child-led based on the child's interests; and

(c) Are spontaneous, voluntary, unstructured, and child-directed.

[(27)] **(30)** "Global Studies": An area of study for learning about the people and cultures of the world through history, geography and other social science disciplines.

(31) "Guided Play": Experiences that:

(a) Are under adult guidance; and

(b) Combine the child-directed nature of free play with a focus on learning outcomes.

[(28)] **(32)** "High School": Any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized as a separate unit; grades 9 through 12 housed with grades K through 12; grades 7 or 8 through 12, if approved by the Oregon Department of Education.

[(29)] **(33)** "Identification Team" referred to as the "Team": A team of at least two district staff who carry out district identification procedures and determine the identification of students under OAR 581-022-1310.

[(30)] **(34)(a)** "Instructional time" means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

(b) Instructional time shall include:

(A) Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;

(B) Time that a student spends in statewide performance assessments; and

(C) Up to fifteen minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

(c) Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

[(31)] **(35)** "Junior High School": A secondary school composed of one or more of grades 7, 8, and 9 organized separately from other grades and approved by the Oregon Department of Education.

[(32)] **(36)** "Kindergarten": A planned program that provides activities designed to foster the physical, social, emotional, and cognitive development of young children (ORS 336.092 and 336.095).

[(33)] **(37)** "Language Arts": Reading, writing and other communications in any language, including English, as defined in ORS 329.007.

[(34)] **(38)** "Middle School": An organizational unit composed of any combination of grades 5, 6, 7, and 8 organized separately from other elementary grades and identified as a middle school with the Oregon Department of Education.

[(35)] **(39)** "Next steps": The education and/or career choices students make after leaving high school, which may include the workforce, community colleges, four-year colleges and universities, private career schools, apprenticeships, and the military.

[(36)] **(40)** "Nonstandard School": A school which fails to meet the standards, and which within ninety days of the State Superintendent's notification of deficiencies, fails to submit a plan of

correction or adhere to a plan of correction approved by the State Superintendent (ORS 327.158).

[(37)] **(41)** "Parent": Has the same definition as in Oregon Revised Statute 343.035.

[(38)] **(42)** "Planned Course Statement": Course title, course overview, course goals (including essential learning skills, career-related goals and common curriculum goals as set forth in OARs 581-022-2030) and, where appropriate, graduation competence assigned to the course for verification.

(43)(a) "Play-Based Learning": Learning pursuant to instruction that:

(A) Is intentionally aligned to state standards;

(B) Uses guided play or free play strategies; and

(C) Is provided by a licensed educator or a person working under the direction of a licensed educator.

(b) "Play-Based Learning" shall not include recess or participation in physical education that complies with the requirements of OAR 581-022-2263.

[(39)] **(44)** "Potential": As used in OAR 581-022-1310, the demonstrated capacity to perform at or above the 97th percentile as determined by the team.

[(40)] **(45)** "Program": A planned series of interrelated activities or services contributing to the attainment of a goal or set of goals.

[(41)] **(46)** "Program Evaluation": A process for making judgments about the philosophy, goals, methods, materials and outcomes of a program to guide program improvement.

[(42)] **(47)** "Program Goals" (instructional): Statements describing what students are expected to learn in each district instructional program in any combination of grades K through 12.

[(43)] **(48)** "Program Goals" (support): Statements describing program outcomes which support the entire learning system, or one or more of its components, usually stated in terms of services to be performed.

[(44)] **(49)** "Program Needs Identification": Procedures, which specify and rank the differences between actual and desired outcomes leading to the consideration of program revision.

(50) "Recess": A regular time in the school day for physical activity and play.

[(45)] **(51)** "School District": A common or union high school district (ORS 332.002). For the purposes of OARs 581-022-0403, 581-022-1310, 581-022-1320 and 581-022-1330, school district has the same meaning as in Oregon Revised Statute 343.395.

[(46)] **(52)** "Standard School": A school, which is in compliance with all of the standards.

[(47)] **(53)** "State Standards": State Board division 22 Administrative Rules for public elementary and secondary schools.

[(48)] **(54)** "Student Activity Funds": All money raised or collected by and/or for school-approved student groups, excluding money budgeted in the general fund.

[(49)] **(55)** "Talented and Gifted Students": Those children defined in Oregon Revised Statute 343.395.

[(50)] **(56)** "Union High School District": A school district, other than a common school district, formed in accordance with ORS 335.210 to 335.485 (330.005).

[(51)] **(57)** "World Language": Sign language, heritage language and languages other than a student's primary language, as defined in ORS 329.007.

[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 326.011

History:

ODE 40-2026, minor correction filed 07/23/2026, effective 07/23/2026

ODE 28-2026, minor correction filed 05/29/2026, effective 05/29/2026

ODE 37-2024, amend filed 06/14/2024, effective 06/14/2024

ODE 15-2022, amend filed 03/24/2022, effective 03/24/2022

ODE 38-2018, minor correction filed 11/21/2018, effective 11/21/2018

ODE 18-2018, amend filed 06/05/2018, effective 06/06/2018

ODE 21-2015, f. & cert. ef. 12-18-15

ODE 4-2015, f. 1-30-15, cert. ef. 7-1-15

ODE 25-2008, f. & cert. ef. 9-26-08

ODE 4-2003, f. & cert. ef. 3-14-03

ODE 12-2002, f. & cert. ef. 4-15-02

ODE 7-1999, f. & cert. ef. 1-15-99

EB 6-1995, f. & cert. ef. 1-24-95

EB 8-1989, f. & cert. ef. 1-27-89

1EB 4-1986, f. 1-23-86, ef. 2-1-86

1EB 19-1980, f. 6-17-80, ef. 7-1-80



SB 1596 (2026) Bill Implementation: Play-Based Learning and Instructional Time

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[Vanessa Martinez](#), Director Standards and Instructional Support

[Dr. Xylecia Fynn Aikins](#), Social Emotional Learning Specialist

[Susan Payne](#), Education Standards and Systems Specialist

Program Overview

- Play-based learning uses free play and guided play as intentional instructional strategies that promote student agency, **academic, social, and emotional skills across content area standards.**
- Research shows that play-based learning strengthens language, literacy, mathematics, problem-solving, creativity, and **long-term learning outcomes.**
- Oregon Senate Bill 1596 (2026) recognizes play-based learning as **instructional time for grades K-5**, distinguishing it from recess and emphasizing developmentally appropriate, culturally responsive, and trauma-informed practices.



Play-Based Learning Research Highlights

- Uses developmentally appropriate strategies and is aligned to learning standards across all content areas.
- Expands learning opportunities and is responsive to student strengths and academic goals
- Is a student-centered approach that promotes student agency and choice.
- Supports immediate learning and long-term success.
- Can improve levels of engagement, motivation, and academic outcomes.
- Strengthens relationships and supports well-being.



Senate Bill 1596 (enrolled)

(1) As used in this section:

(a) “Free play” means activities that:

(A) Are performed by a child for self-amusement; and

(B) Are spontaneous, voluntary, unstructured and child-directed.

(b) “Guided play” means experiences that:

(A) Are under adult guidance; and

(B) Combine the child-directed nature of free play with a focus on learning outcomes.

(c) “Play-based learning” means learning that:

(A) Emphasizes free play or guided play; and

(B) Uses developmentally appropriate strategies that can be integrated into existing learning standards.

(2) Any rules adopted by the State Board of Education that prescribe requirements for instructional time shall allow play-based learning to be considered instructional time for students in kindergarten through grade five.

(3) For the purpose of this section, play-based learning does not include participation in physical education that complies with the requirements of ORS 329.496 or recess.

What SB 1596 Does and Does Not Do

Does

- Recognize play-based learning as instructional time (K-5)
- Support free play and guided play as learning strategies
- Increase instructional flexibility
- Align with content standards
- Align with developmentally appropriate practices

Does Not

- Create a new required time block in the school day
- Replace academic standards
- Eliminate direct instruction
- Count recess as play-based learning
- Count PE as play-based learning
- Mandate a specific curriculum

Equity Impact

- By recognizing play-based learning as instructional time, SB 1596 supports instruction that can **increase access, engagement, and learning opportunities for all K-5 students.**
- The bill promotes equitable learning environments by encouraging culturally and linguistically responsive, strengths-based approaches that **honor students' identities, experiences, and ways of learning.**
- Play-based learning can help reduce barriers to participation by supporting diverse learners through **student choice, collaboration, communication,** and multiple ways to demonstrate understanding and success.



Timeline

Governor signs enrolled
SB 1596

March 2026

Engagement questions
are distributed with the
Instructional Time
Survey

August 2026

Bill takes effect

January 1 2027

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June - August 2026

ODE team and partners
develop *Overview &
FAQ* and draft OARs

September 2026

ORCA and State Board
of Education First Read
Presentations

ODE Listening Session

Need for Rulemaking



- ODE has drafted revisions of OAR 581-022-2320 Required Instructional Time and OAR 581-022-0102 Definitions to comply with SB 1596, which requires play-based learning in grades K-5 to be **recognized as instructional time beginning January 1, 2027.**
- The rule revision will allow districts to count **standards-aligned play-based learning toward instructional time requirements** while maintaining intentional educational and developmental learning goals.

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Amended Definitions in OAR 581-022-0102

“Free play”: Activities that:

- (a) Are supervised by an adult;
- (b) Are child-led based on the child’s interests; and
- (c) Are spontaneous, voluntary, unstructured, and child-directed.

“Guided play”: Experiences that:

- (a) Are under adult guidance; and
- (b) Combine the child-directed nature of free play with a focus on learning outcomes.

"Play-Based Learning": Learning pursuant to instruction that is:

- (a) Intentionally aligned to state standards;
- (b) Uses guided play or free play strategies; and
- (c) Is provided by a licensed educator or person working under the direction of a licensed educator.

"Play-Based Learning" does not include recess or participation in physical education that complies with the requirements of OAR 581-022-2263.

"Recess": A regular time in the school day for physical activity and play.

Amendments to OAR 581-022-2320: Required Instructional Time

(6) For kindergarten programs and grades 1-5, a district may include in its calculation of instructional time required by subsection (1) of this rule hours spent engaged in play-based learning.



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Engagement Strategy

- **Engaged internal and external partners**, including ODE, DELC, Teaching Preschool Partners, the Children's Institute, and school district partners to gather input and inform implementation planning.
- Included questions on play-based learning additions in the **widely distributed survey** on instructional time rules.
- A **partner listening session** was planned to gather additional perspectives and support ongoing engagement.



Engagement Feedback

Ongoing Rules Community Advisory (ORCA)

- **Adult licensure:** Clarify licensure requirements of adults delivering play-based learning.
- **Recess and play-based learning:** Emphasize the difference between recess and play-based learning in guidance.
- **Integration supports:** Provide guidance that will support integration into what already exists in practice.



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Partner Listening Session

- **Standards alignment:** Participants want clear guidance and examples that show how educators can identify and address standards within play-based learning experiences.
- **Guidance and alignment:** Partners want guidance and professional learning for successful implementation and alignment with HQIM, SB 141, and the Early Literacy Framework.
- **Communication and Messaging:** Partners emphasized the need for clear communication about what it is, how it fits into instruction, and why it matters, especially for administrators.



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Statewide Survey

- **85.5% of 296 respondents found the rule language clear**
- **34 respondents requested additional clarity on:**
 - Differentiating play from recess
 - Standards alignment
 - Licensure requirements for the adults
- When asked about what **support or guidance districts would need**, respondents requested:
 - Professional training and guidance on documentation
 - Examples and non-examples
 - Resources for standards-alignment, staffing, and materials



Thank you

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IMPLEMENTING SENATE BILL 1596 (2026): PLAYBASED LEARNING

9/11/26

581-022-2320

Required Instructional Time

(1)(a) Except as allowed under subsections (2) and (4), each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

(A) Grade 12 — 966 hours;

(B) Grades 9–11 — 990 hours; and

(C) Grades K–8 — 900 hours.

(b) A student who is 18 years of age or older or an emancipated minor or the person in parental relationship to a minor student may request to annually receive the minimum hours of instructional time. The school district must honor the request except as specifically provided for by rule or law.

(2)(a) Notwithstanding the requirements of subsection (1), with the annual approval of the local school board after a public hearing, the following students are exempted from the instructional time requirement and are not included in the district's calculation of instructional time under subsection (1):

(A) Students who have fulfilled all state requirements for graduation under OAR 581-022-2000;

(B) Students who at the start of their senior year are on track to exceed all state requirements for graduation under OAR 581-022-2000 as determined by the number and type of credits earned by the student; and

(C) Students who are earning credits toward a diploma through accelerated learning classes, such as Advanced Placement, International Baccalaureate, or classes at a post-secondary institution, internship, work-based learning, or credits by proficiency.

(b) Each year, the school district must report to the local school board the total number of students disaggregated by relevant sociodemographic group that have been exempted from the instructional time requirements under this subsection.

(3) Nothing in this rule may be construed to affect the right of a person to be admitted to the school district in which they reside under ORS 339.115.

(4) A school district may request permission to exempt an alternative education program as defined in ORS 336.615 from the requirement in subsection (1). The request must be made in writing to the Deputy Superintendent of Public Instruction. The Deputy Superintendent is authorized to grant permission under this section without obtaining approval from the State Board of Education. Permission will be granted where:

- (a) The request is made with the approval of the school district's governing school board;
- (b) The school district is using an evidence-based strategy that includes flexible time options; and
- (c) The school district has implemented a system to assess students prior to placement to determine whether placement in an alternative education program is appropriate.

(5) If a school district chooses to offer less than 900 hours of instructional time for kindergarten students, the kindergarten program shall be considered a half-day program for purposes of ORS 327.006(1) and the school district shall ensure that every kindergarten student is scheduled to receive a minimum of 450 hours of instructional time per year.

(6) For kindergarten programs and grades 1-5, a district may include in its calculation of instructional time required by subsection (1) of this rule hours spent engaged in play-based learning.

[(6)] **(7)** Upon approval by the local school board, a district may include in its calculation of instructional time required by subsection (1) of this rule the following:

- (a) For kindergarten programs offering 900 hours or more of instructional time, up to 60 hours of recess;
- (b) For kindergarten programs offering less than 900 hours of instructional time, up to 30 hours of recess;
- (c) For grades 1–3, up to 60 hours of recess;
- (d) Up to 30 for staff professional development; and
- (e) Up to 30 hours for parent teacher conferences.

[(7)] **(8)** For students participating in online instruction:

- (a) Instructional time includes online instruction supported by a licensed or registered teacher through electronic means.
- (b) For online instruction, up to one hour per course per day may be counted as instructional time where the following criteria are met:

(A) Every student has access to a licensed or registered teacher through in-person, telephone, or electronic means for each course taken; and

(B) Every student has regular contact with school personnel for the purpose of attendance and progress monitoring as outlined in the policies maintained by the Oregon Department of Education.

(c) Instructional time may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

[(8)] **(9)** There shall be no fewer than 265 consecutive calendar days between the first and last instructional day of each school year at each grade level.

[(9)] **(10)** No student shall be required to exceed the following number of instructional hours per day:

(a) Grades 9–12 — 8.5 hours;

(b) Grades K–8 — 8 hours.

Statutory/Other Authority: ORS 326.011 & ORS 326.051

Statutes/Other Implemented: ORS 326.051

History:

ODE 13-2026, temporary amend filed 04/17/2026, effective 04/20/2026 through 10/16/2026

ODE 29-2018, amend filed 09/26/2018, effective 09/26/2018

Renumbered from 581-022-1620 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 2-2015, f. 1-30-15, cert. ef. 7-1-15

ODE 25-2008, f. & cert. ef. 9-26-08

EB 18-1996, f. & cert. ef. 11-1-96

581-022-0102

Definitions

The following definitions apply to Oregon Administrative Rules [581-022-0102 through 581-022-1940,] **Chapter 581, Division 022**, unless otherwise indicated by context:

(1) "Assessment": Systematic gathering of data with the purpose of appraising and evaluating children's social, physical, emotional, and intellectual development. Activities may include testing to obtain and organize information on student performance in specific subject areas.

[2] "Career and Technical Education": A sequence of organized educational activities that:

(a) Provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers;

(b) Provides technical skill proficiency and may provide an industry-recognized credential, a certificate or an advanced degree; and

(c) Includes applied learning that contributes to an individual's academic and technical knowledge, higher-order reasoning and problem-solving skills, work attitudes and general employability skills.

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(5) "Career-Related Learning Experiences": Structured student activities in the community, the workplace, or in school that connect academic content and career-related learning to real life applications. These experiences extend, reinforce and support classroom learning. They include, but are not limited to:

(a) Workplace mentoring;

(b) Workplace simulations;

(c) School-based enterprises;

(d) Structured work experiences;

(e) Cooperative work and study programs;

(f) On-the-job training;

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(h) Service learning; and

(i) Field-based investigations.

(6) "Charter school": A public charter school as defined in ORS 338.005.

(7) "Child development specialist program": An optional elementary component of a district's comprehensive school counseling program for grades K-8 (or any configuration thereof).

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(a) The Essential Learning Skills which means essential skills as defined by this rule; and

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(12) "Community Partnerships": Collaborations to network resources to assist students to meet state and local standards and prepare students for post high school transitions. These partnerships include parents, students, business, education, government and community-based organizations.

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(17) "Diploma": The document issued by school districts and charter schools in accordance with OAR 581-022-1130 or 581-022-1134.

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(19) "District Goals": Statements related to State Board of Education goals (OAR 581-022-1030) which describe the local district and community's expectations for student learning.

(20) "District School Board": The board of directors of a common school district or a union high school district (ORS 332.002(1)).

(21) "Education Plan": A formalized plan and process in which a student identifies their academic, personal and career interests which helps the student to connect school activities with their post-high school goals.

(22) "Education Profile": Documentation of a student's academic achievement and progress toward their graduation requirements, post-high school goals and other personal accomplishments identified in their education plan.

(23) "Education Record": has the same meaning as in OAR 581-021-0220.

(24) "Elementary School": Any combination of grades K through 8.

(25) "Essential Skills": Process skills that cross academic disciplines and are embedded in the content standards. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The essential skills include: Read and comprehend a variety of text; Write clearly and accurately; Listen actively and speak clearly and coherently; Apply mathematics in a variety of settings; Think critically and analytically; Use technology to learn, live, and work; Demonstrate civic and community engagement; Demonstrate global literacy; and Demonstrate personal management and teamwork skills.

(26) "Extended Application Standard": The application and extension of knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals.

(27) "Free play": Activities that:

(a) Are supervised by an adult;

(b) Are child-led based on the child's interests; and

(c) Are spontaneous, voluntary, unstructured, and child-directed.

[(27)] **(28)** "Global Studies": An area of study for learning about the people and cultures of the world through history, geography and other social science disciplines.

(29) "Guided Play": Experiences that:

(a) Are under adult guidance; and

(b) Combine the child-directed nature of free play with a focus on learning outcomes.

[(28)] **(30)** "High School": Any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized as a separate unit; grades 9 through 12 housed with grades K through 12; grades 7 or 8 through 12, if approved by the Oregon Department of Education.

[(29)] **(31)** "Identification Team" referred to as the "Team": A team of at least two district staff who carry out district identification procedures and determine the identification of students under OAR 581-022-1310.

[(30)] **(32)(a)** "Instructional time" means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015.

(b) Instructional time shall include:

(A) Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;

(B) Time that a student spends in statewide performance assessments; and

(C) Up to fifteen minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast.

(c) Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

[(31)] **(33)** "Junior High School": A secondary school composed of one or more of grades 7, 8, and 9 organized separately from other grades and approved by the Oregon Department of Education.

[(32)] **(34)** "Kindergarten": A planned program that provides activities designed to foster the physical, social, emotional, and cognitive development of young children (ORS 336.092 and 336.095).

[(33)] **(35)** "Language Arts": Reading, writing and other communications in any language, including English, as defined in ORS 329.007.

[(34)] **(36)** "Middle School": An organizational unit composed of any combination of grades 5, 6, 7, and 8 organized separately from other elementary grades and identified as a middle school with the Oregon Department of Education.

[(35)] **(37)** "Next steps": The education and/or career choices students make after leaving high school, which may include the workforce, community colleges, four-year colleges and universities, private career schools, apprenticeships, and the military.

[(36)] **(38)** "Nonstandard School": A school which fails to meet the standards, and which within ninety days of the State Superintendent's notification of deficiencies, fails to submit a plan of correction or adhere to a plan of correction approved by the State Superintendent (ORS 327.158).

[(37)] **(39)** "Parent": Has the same definition as in Oregon Revised Statute 343.035.

[(38)] **(40)** "Planned Course Statement": Course title, course overview, course goals (including essential learning skills, career-related goals and common curriculum goals as set forth in OARs 581-022-2030) and, where appropriate, graduation competence assigned to the course for verification.

(41)(a) "Play-Based Learning": Learning pursuant to instruction that:

(A) Is intentionally aligned to state standards;

(B) Uses guided play or free play strategies; and

(C) Is provided by a licensed educator or a person working under the direction of a licensed educator.

(b) "Play-Based Learning" shall not include recess or participation in physical education that complies with the requirements of OAR 581-022-2263.

[(39)] **(42)** "Potential": As used in OAR 581-022-1310, the demonstrated capacity to perform at or above the 97th percentile as determined by the team.

[(40)] **(43)** "Program": A planned series of interrelated activities or services contributing to the attainment of a goal or set of goals.

[(41)] **(44)** "Program Evaluation": A process for making judgments about the philosophy, goals, methods, materials and outcomes of a program to guide program improvement.

[(42)] **(45)** "Program Goals" (instructional): Statements describing what students are expected to learn in each district instructional program in any combination of grades K through 12.

[(43)] **(46)** "Program Goals" (support): Statements describing program outcomes which support the entire learning system, or one or more of its components, usually stated in terms of services to be performed.

[(44)] **(47)** "Program Needs Identification": Procedures, which specify and rank the differences between actual and desired outcomes leading to the consideration of program revision.

(48) "Recess": A regular time in the school day for physical activity and play.

[(45)] **(49)** "School District": A common or union high school district (ORS 332.002). For the purposes of OARs 581-022-0403, 581-022-1310, 581-022-1320 and 581-022 1330, school district has the same meaning as in Oregon Revised Statute 343.395.

[(46)] **(50)** "Standard School": A school, which is in compliance with all of the standards.

[(47)] **(51)** "State Standards": State Board division 22 Administrative Rules for public elementary and secondary schools.

[(48)] **(52)** "Student Activity Funds": All money raised or collected by and/or for school-approved student groups, excluding money budgeted in the general fund.

[(49)] **(53)** "Talented and Gifted Students": Those children defined in Oregon Revised Statute 343.395.

[(50)] **(54)** "Union High School District": A school district, other than a common school district, formed in accordance with ORS 335.210 to 335.485 (330.005).

[(51)] **(55)** "World Language": Sign language, heritage language and languages other than a student's primary language, as defined in ORS 329.007.

[Publications: Publications referenced are available from the agency.]

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 326.011

History:

ODE 40-2026, minor correction filed 07/23/2026, effective 07/23/2026

ODE 28-2026, minor correction filed 05/29/2026, effective 05/29/2026

ODE 37-2024, amend filed 06/14/2024, effective 06/14/2024

ODE 15-2022, amend filed 03/24/2022, effective 03/24/2022

ODE 38-2018, minor correction filed 11/21/2018, effective 11/21/2018

ODE 18-2018, amend filed 06/05/2018, effective 06/06/2018

ODE 21-2015, f. & cert. ef. 12-18-15

ODE 4-2015, f. 1-30-15, cert. ef. 7-1-15

ODE 25-2008, f. & cert. ef. 9-26-08

ODE 4-2003, f. & cert. ef. 3-14-03
ODE 12-2002, f. & cert. ef. 4-15-02
ODE 7-1999, f. & cert. ef. 1-15-99
EB 6-1995, f. & cert. ef. 1-24-95
EB 8-1989, f. & cert. ef. 1-27-89
1EB 4-1986, f. 1-23-86, ef. 2-1-86
1EB 19-1980, f. 6-17-80, ef. 7-1-80

Summary

Meeting Date: 9/17/2026

Title: High-Quality Instructional Materials

Status: First Reading

Presentation: Yes

Key Staff: Vanessa Martinez, Susan Payne, and Deirdre Banning

Topic Summary: Oregon's HQIM adoption schedule is planned and approved by the Board through 2026. To fulfill statutes in Chapter 337 of ORS and provide essential information to districts in a timely manner, ODE must recommend a subject-matter cycle (adoption schedule) for Board adoption no later than October 2026. This presentation shares revisions to Division 22 rules and outlines the need to adjust the adoption schedule to support the implementation of HQIM.

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?

The purpose of the ODE's High-Quality Instructional Materials (HQIM) program is to provide resources and support districts in the adoption and implementation of engaging, affirming, and grade-level HQIM, with the goal of building instructional coherence across school systems. Required instructional materials adoptions occur on a "Subject Matter Cycle" established by the State Board of Education, commonly referred to as the adoption schedule. In alignment with the adoption schedule, ODE facilitates an educator and content expert committee-driven development process for the selection of HQIM criteria, evaluation of submitted instructional materials, and recommendation of a list for the State Board of Education to review and consider for adoption.

Per Division 22, districts are required to implement instructional materials at the start of the school year following Board adoption. Districts may adopt HQIM from the Board-approved list or through an independent adoption process as outlined in OAR 581-022-2350. The adoption schedule serves as the calendar of required instructional materials implementation dates for districts. Through this schedule, districts can plan and budget for the procurement of instructional materials.

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2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?

Chapter 337 of the Oregon Revised Statutes (ORS) establishes the statutory requirements for the evaluation and adoption of instructional materials and delegates authority to the State Board of Education to determine related processes and procedures. Pursuant to ORS 337.050, the Board is required to **adopt instructional materials for periods determined by the Board**. Chapter 581, Division 11 of the Oregon Administrative Rules (OAR) implements ORS Chapter 337 by outlining the processes governing textbooks and instructional materials. Specifically, OAR 581-011-0071 provides that the Board fulfills the requirement set forth in ORS 337.050 through the “subject matter cycle” adopted by the Board, commonly referred to as Oregon’s HQIM Adoption Schedule.

OARs 581-022-2030, 581-022-2350, 581-022-2355, and 581-022-2360 direct district action on instructional materials adoption processes. In internal and external engagement, it was determined **necessary to align district requirements outlined in Division 22 rules to the recommended adoption schedule**. This requires formal rule revision, and these revisions (in the form of three revised rules, and one new rule) are being proposed alongside the adoption schedule. Namely, Division 22 rule-changes are necessary to clarify which content areas follow the state adoption schedule and which content areas follow local independent adoption processes.

3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?

Related components, particularly the HQIM adoption schedule, have been brought before the Board on several occasions:

- **June 2018:** The Board approved postponement of the World Languages HQIM evaluation from July 2019 to July 2020 to account for shifts in national standards.
- **May 2020:** The Board approved a revised adoption schedule extending through 2026.
- **January 2023:** The Board approved a two-year postponement of the Physical Education adoption to align with the 2024 revision of the SHAPE National Physical Education Standards.
- **October 2025:** The Board was informed of the postponement of World Languages and The Arts, at which time ODE committed to proposing a revised adoption schedule.
- **December 2025:** Division 11 was updated to align with statutory changes mandated by SB 141 (removal of publisher fee system).

- **June 2026:** The State Board adopted a full Division 11 revision, updating ODE's HQIM program. Additionally, ODE shared an informational presentation at the June meeting with a draft of the adoption schedule for 2027–2036.

4. Why is this item coming before the Board now?

In alignment with national research on best practice for supporting implementation and following extensive engagement with statewide education partners and the HQIM Technical Advisory Committee (TAC), ODE drafted a proposed HQIM adoption schedule supported by the recently established HQIM program budget.

This item is coming to the board now, as the current state board-adopted adoption schedule ends in 2026. The proposed schedule begins in 2027, with the evaluation and adoption of English Language Arts. K-12 ELA standards were updated in the Spring of 2026 and adopted by the State Board in June 2026. According to OAR 581-011-0155, the State Board shall “Review the criteria which will be used in the evaluation of instructional materials submitted for adoption and adopt the criteria no later than its January meeting in the scheduled adoption year.” To align with this rule, the State would need to adopt the proposed adoption schedule before reviewing and adopting the ELA criteria by January 2027.

Ongoing partner engagement identified potential areas of ambiguity within existing Division 22 rules and between the rules and the proposed adoption cycle. ODE conducted a Division 22 policy review to identify which rules provided ill-defined expectations for districts or were in tension with the proposed adoption schedule. As a result of these review findings, revisions were made to OARs 581-022-2030, 581-022-2350, and 581-022-2355, and a new rule, OAR 581-022-2035, was drafted:

- Draft OAR 581-022-2035 was created to outline expectations on the “Standard Curriculum,” distinguishing content areas that would be included on the state board adopted adoption schedule.
- OAR 581-022-2030 features a title update from “District Curriculum” to “District Instructional Program” and clarifies which content areas require adopted instructional materials.
- OAR 581-022-2350 “Independent Adoption of Instructional Materials” revisions clarify the timeline expectations for independent adoptions, dependent on whether the content area under consideration is included in the state adoption schedule (in alignment with the above drafted OARs).
- OAR 581-022-2355 “Instructional Materials Adoption” revisions clarify timeline expectations for HQIM adoptions, dependent on whether the content area under consideration is included in the state adoption schedule (in alignment with the above drafted OARs).

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ODE is proposing the above amendments to Division 22 alongside the proposed adoption schedule to better define expectations related to instructional materials adoption and required implementation timelines. The amendments to Division 22 will help to support the proposed HQIM adoption schedule.

5. Who requested or brought about the need for this item? (Select all that apply.)

- ☒ ODE Staff
- ☐ Students
- ☐ Families
- ☐ Community-Based Organizations
- ☐ Culturally Specific Organizations
- ☒ School Districts
- ☒ Education Service Districts
- ☐ Charter Schools
- ☐ Oregon State Legislature
- ☒ Educational Associations
- ☐ Racial Justice Council
- ☐ Federal Government
- ☐ One or more of Oregon's nine federally recognized tribes: _____
- ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

In the initial phases of engagement, several educational partners were identified and attended or co-hosted listening sessions with ODE. This included: the Coalition of School Administrators (COSA), the Oregon School Board Association (OSBA), Oregon Superintendents, the Oregon Association of Educational Service Districts (OAESD), Oregon Association of School Business Officers (OASBO), Oregon Education Association (OEA), Student Success Committee members, and the Youth Advisory Council (YAC). General invitations were sent out through all content area listservs. Internal partners were also engaged. As the next phase, the Office of Teaching, Learning, and Assessment (OTLA) convened a HQIM Technical Advisory Committee (TAC) to collaboratively develop the adoption schedule, and to provide feedback on Division 11 rules and the revised adoption schedule. The TAC included representatives from all regions across

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Oregon and was comprised of educators, district administrators, ESD curriculum leads, and specialists in K-12 instruction.

In the final phase, general engagement sessions open to all educational organizations were circulated to the partners above, to attend a synchronous listening session, or review background materials asynchronously and submit a survey. These options were presented strategically to capture a wide range of partner voices over the summer months. Additionally, sessions were strategically scheduled up to early September to allow school building-level partners and educators to attend.

The proposed changes to Division 22 rules improve transparency and usability by simplifying rule structure and clarifying district adoption timelines, which supports equity by allowing ODE to implement the HQIM program consistently and clearly statewide. Additionally, accessible and understandable policy is essential to civic engagement, ensuring that Oregonians can meaningfully understand and engage with ODE's decisions and priorities. This clarity strengthens statewide alignment and supports equitable access to high-quality instructional materials that improve student outcomes.

The proposed adoption schedule and rule changes would ensure more equitable access to high-quality instruction by providing districts additional time, statewide support, and professional learning to effectively implement HQIM. This would reduce variability in statewide instructional experiences, which research shows disproportionately and negatively impacts historically and currently underserved students and communities in small, rural, and remote areas. It also creates more flexibility for districts to make locally responsive decisions that reflect the unique strengths, cultures, and needs of their communities.

The proposed changes provide more flexibility for districts to make locally responsive decisions that reflect the unique strengths, cultures, and needs of their communities. Additionally, spacing costly adoptions further apart reduces pressure on district staff and budgets, particularly in small, rural, and remote districts where limited personnel and resources can create barriers to implementation. Together, these changes support more equitable opportunities for students and more sustainable conditions for educators across Oregon.

After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's [Tribal Consultation Toolkit](#).)

- ☒ No
- ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
- ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

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7. Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.

- ☒ N/A; this item does not intersect with other state entities.
- ☐ Oregon Health Authority (OHA)
- ☐ Department of Early Learning and Care (DELIC; formerly ELD)
- ☐ Educator Advancement Council (EAC)
- ☐ Higher Education Coordinating Commission (HECC)
- ☐ Youth Development Oregon (YDO)
- ☐ Teacher Standards and Practices Commission (TSPC)
- ☐ Oregon Housing and Community Services (OHCS)
- ☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

8. Which geographic perspectives are intentionally represented in your office/team engagement strategy?

- ☒ Northeast Oregon
- ☒ Central and Southeast Oregon
- ☒ Southwest Oregon
- ☒ Willamette Valley and Central Coast
- ☒ Northwest Oregon
- ☐ Tribal lands
- ☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

Statewide engagement occurred in three phases. Phase 1 in the winter through spring of 2026 was a series of statewide listening sessions and a survey to gather feedback on the existing adoption schedule, and Division 11 rules. Phase 2 involved recruiting a statewide HQIM Technical Advisory Committee (TAC) to advise and provide detailed feedback on the drafted adoption schedule, and Division 11 rule changes. The finalized Division 11 rule changes were brought to ORCA and SBE in May 2026 for a first read, and in June 2026, for a second read and adoption. At that same June State Board meeting, ODE shared the drafted adoption schedule in an informational presentation for feedback and noted that ODE would review existing Division 22 rules for any needed rule revisions to align with the new proposed schedule.

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In Phase 3 of engagement, multiple statewide listening sessions and a survey were offered in the summer of 2026, on the revised adoption schedule, and drafted Division 22 rule revisions. This was circulated statewide, with the intention of allowing school districts from all over Oregon to participate.

9. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

The following is a summary of the most recent (Phase 3) feedback conducted in summer 2026, which is directly aligned to the proposed Division 22 rule revisions, and the proposed adoption schedule:

- Feedback was generally supportive of the proposed adoption schedule, with respondents citing improved spacing between major adoptions, greater manageability given district capacity and budget constraints, and continued statewide focus on HQIM in core content areas.
- Respondents welcomed the added clarity from the standard curriculum and district instructional program rule changes, along with the local flexibility offered through independent adoptions.
- Engagement participants raised challenges that independent adoptions may place additional workload, cost, and responsibility on districts that may lack adequate staffing, and that content areas outside the standard curriculum, including World Languages, the Arts, Physical Education, Personal Financial Education, and Higher Education and Career Path Skills may receive less consistent attention or support.
- Respondents also called for stronger implementation support, including templates, funding assistance, and ongoing guidance.

To respond to this feedback, ODE is developing guidance on the proposed changes, including their impacts on Division 22. Additionally, ODE is exploring avenues to partner with ESDs on continued implementation support, such as curriculum-based professional learning or local evaluation of content areas outside the standard curriculum. ODE will continue to regularly update content standards and develop instructional materials criteria for all content areas in the district instructional program.

10. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

The second read at the Ongoing Community Rules Advisory (ORCA) in October.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

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Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

11. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

12. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

Moving from a seven to nine-year adoption cycle may provide long-term cost savings by reducing the frequency of major adoptions and spacing the costliest adoptions at three-year intervals. Additionally, the proposed adoption schedule will eliminate scheduled double adoption years, and build in implementation years, with no state-scheduled adoptions during those years. These changes allow districts greater flexibility to make decisions around local needs, capacity, and budget.

In terms of administrative impact, ODE plans to partner with ESDs to support districts with curriculum-based professional learning, and building capacity for sustained implementation. This is particularly relevant for small, rural, and remote communities, where staffing capacity is often more limited, and the ability to draw on regional ESD support can help offset those constraints.

13. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

The passage of the proposed adoption schedule and Division 22 rule revisions would result in a shift in administrative impact for the HQIM core team, in the scheduled processes for conducting evaluations, and in regular supports provided to districts in adopting instructional materials, and implementing materials. There would be a shift towards additional support for implementation during the scheduled implementation support years, where administrative efforts would focus on providing intensive implementation supports and creating the infrastructure for supporting curriculum-based professional learning, and additional content area implementation guidance.

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The intensive support for implementation would be fiscally and administratively enabled by the state no longer conducting statewide evaluations of World Languages, The Arts, and Physical Education on the proposed adoption schedule. Ongoing content area support from educational specialists and the HQIM team would continue as before.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

14. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

The intent behind the change to the adoption schedule is to give districts more time between adoptions to focus on implementation. Research supports that students who consistently use high-quality materials make larger academic gains, particularly those starting below grade level. An adoption schedule that allows more time for curriculum-based professional learning for implementation has the potential to benefit these students most.

15. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

Teachers and staff, especially those in small, rural, and remote districts with limited capacity, will benefit from a strategically spaced-out adoption schedule, with increased designated implementation time during scheduled implementation years. This creates space for more curriculum-based professional learning, and for local district and ESD partnerships in building and sustaining implementation supports, including professional learning. Additionally, ODE plans to support implementation guidance by partnering with ESDs and investing in curriculum-based professional learning.

The shift to locally determined, independent adoptions for World Languages, the Arts, Physical Education content areas, and Personal Financial Education, and Higher Education and Career Path Skill courses, may result in greater local variability in the adoption timeline for these content areas, as districts determine a timeline that best supports each district and their local community. This change positively impacts K-5 educators, who in engagement feedback, indicated that in the previous adoption schedules they were responsible for implementing a new content area adoption in classrooms each year. This schedule is intended to give educators more space and time for implementation so teachers can skillfully use them with students.

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The proposed Division 22 rule changes are intended to have a positive school district administrative impact by clarifying district adoption expectations and timelines. Districts would continue to provide assurance reports of compliance to their school board and to the state for the revised rules. However, reporting district adoptions according to the timeline on the state-adopted schedule (content areas in the Standard Curriculum) would be reduced from nine content areas in seven years to six content areas in nine years. While districts would report Division 22 compliance with independent adoption requirements for content areas not on the Standard Curriculum list, those adoptions would no longer be on a schedule determined by the state. These changes are expected to result in an overall decreased reporting burden for districts.

16. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

In the short term, districts will see a more predictable and spaced-out adoption schedule, moving from a seven-year to a nine-year cycle, along with added clarity in Division 22 rules. In the long term, the adjustment in schedule is intended to shift the statewide system's focus from simply adopting materials toward supporting full implementation, including curriculum-based professional learning, coaching, and data use, which research shows is what drives improved outcomes. At a high level, there are several key structural changes in the recommended schedule:

- **Concentrates more intensive state support within six content areas:** English Language Arts, English Language Proficiency, Mathematics, Science, Health, and Social Sciences. Physical Education, World Languages, and the Arts, would move off the statewide adoption schedule and shift to a local evaluation process with support from ODE and ESDs through standards-aligned resource lists and guidance. ODE would continue to revise standards and create state board approved adoption criteria in these areas.
- **Slows down the pacing** of the adoption schedule from a seven-year period to a nine-year cycle, creating more time for adoption, transition, and implementation.
- **Establishes one statewide adoption** per year, reducing overlap and allowing districts to better plan and sequence their work.
- **Creates a three-year spacing between the three assessed and most costly content areas**—ELA, Mathematics, and Science—giving districts additional time to sustainably implement new materials before beginning the next major adoption.
- **Builds in dedicated implementation years following ELA, Math, and Science adoptions** to give districts and educators time to engage in curriculum-based professional learning and establish the conditions for effective implementation.
- **Improves instruction at the K-5 level**, by giving K-5 educators, who often teach across multiple content areas, the time and space to focus deeply on learning and implementing each set of materials well.

If implementation support is sustained over multiple adoption cycles, the proposed adoption schedule and associated Division 22 rule changes could help close gaps in statewide materials usage. These changes could reduce the disproportionate impact on students who are furthest behind academically, while also potentially easing recurring strain on district budgets and staffing.

17. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

Without Board action, the current adoption schedule would continue a shorter, more frequent cycle without the added spacing and implementation support this item provides, increasing the risk of adoption fatigue and inconsistent materials usage. Inaction would most directly affect students who are below grade level, since research indicates that measurable gains depend on strong implementation support, not only access to materials. It would also continue to place a heavier burden on small, rural, and remote districts, which have historically had the least capacity to independently fund and staff full-scale implementation efforts, and on subject areas like World Languages, the Arts, and Physical Education, which have already faced repeated postponements. Board inaction would also result in a continued burden on K-5 educators, who in all phases of engagement indicated that the existing schedule resulted in annual adoptions with little or no time allocated towards sustained professional learning and implementation.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

18. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

The four revisions to Division 22 rules include:

- A new OAR 581-022-2035 "Standard Curriculum", which distinguishes which content areas fall under the State Board's adoption schedule;
- A revised OAR 581-022-2030, renamed from "District Curriculum" to "District Instructional Program," which clarifies which content areas require adopted instructional materials, including independently adopted materials.
- Further revisions to OARs 581-022-2350 "Independent Adoption of Instructional Materials" and 581-022-2355 "Instructional Materials Adoption" to clarify timeline expectations for independent adoptions and HQIM adoptions depending on whether a content area sits within the standard adoption schedule.

ODE is also proposing a new HQIM adoption schedule that reduces the number of required standard curriculum content areas from nine to six, extends the adoption cycle from seven to nine years, adds three-year spacing between major assessed areas (ELA, Mathematics, and Science), and builds in dedicated implementation support years following the adoptions for content areas included on State Assessments.

The key decision for the Board is whether to support this shift toward a shorter list of state-adopted content areas paired with a longer cycle and dedicated implementation time, while allowing other content areas and courses (World Languages, the Arts, Physical Education, Personal Financial Education, and Higher Education and Career Path Skills) to move to a local independent adoption process with differentiated ODE supports, including guidance, standards revision, and criteria development.

19. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board's Mission, Vision, and Values](#)?

Throughout each phase of engagement, partners consistently raised concerns that the current fast-paced, overlapping adoption schedule limited districts' ability to align adoption decisions with local capacity, staffing, and budget, and that this created uneven implementation and inequitable learning outcomes across the state. The proposed schedule adds spacing, dedicated implementation years, and clarified timelines responding to feedback from education partners.

This work aligns with the Board's Mission of equitable policies and practices, since the proposed schedule is designed to reduce the disproportionate strain the current cycle places on districts with fewer resources, particularly small, rural, and remote districts, helping close gaps in implementation quality rather than only access to materials. It centers diversity, equity, and inclusion by using engagement findings, gathered from educators, administrators, and partners across district sizes and regions, to shape both the schedule and the rule language. The engagement process sought input from partners representing varied racial, linguistic, cultural, socioeconomic, and geographic perspectives, and that input directly shaped the current proposal.

20. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

ODE is recommending that the Board move to adopt the one new OAR, three revised Division 22 OARs, and the associated HQIM adoption schedule. This action reflects a commitment to academic excellence by preserving state-led adoption and dedicated implementation support years for the content areas aligned with accountability goals associated with SB 141 and included in State Assessments. This is also in alignment with ODE's strategic plan priority

Oregon State Board of Education Docket

outcomes of increased student achievement in ELA and math, with supporting districts in adopting HQIM and building statewide HQIM implementation capacity as high-leverage strategies (AE 1.1 & 1.2, and AE 2.1 & 2.1). These changes would allow Oregon school districts to engage in best practices with curriculum-based professional learning tied to HQIM to drive student achievement.

The action reflects a commitment to belonging and wellness by aiming for more equitable access to high-quality instruction across the state, reducing the disparities in implementation capacity that have historically disadvantaged small, rural, and remote communities, and by differentiating continued state support for World Languages, the Arts, Physical Education, Personal Financial Education, and Higher Education and Career Path Skills.

Finally, this action reflects the state's work to reimagine accountability in accordance with SB 141 by shifting from a compliance-heavy, uniform adoption structure toward a model that gives districts more flexibility for independent adoptions and reduces the Division 22 assurances reporting for district adoption of content areas aligned with the state adoption cycle from nine content areas to six content areas. While districts would still report compliance with independent adoption requirements for content areas not on the Standard Curriculum list, this would no longer be on a schedule determined by the state. This change would allow ODE's focus to shift toward supporting genuine implementation through professional learning, coaching, and data use, rather than tracking adoption compliance alone.

21. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- ☐ N/A; this item does not require any additional support.
- ☒ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☒ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies
- ☒ Guidance and/or supplemental resources
- ☐ Other: _____

22. Has this item changed since the last Board meeting?

- ☒ N/A; this item has not previously been before the Board
- ☐ No; same as last month
- ☐ Yes; please review Appendix A: Second Reading below.

Proposed Adoption Schedule

Content Area	State Evaluation & Adoption Year	Classroom Use by Fall...	Postponement Ends Fall...
English Language Arts	2027	2028	2030
English Language Proficiency	2028	2029	2031
2029 Targeted Literacy Implementation Support Year			
Mathematics	2030	2031	2033
2031 Targeted Mathematics Implementation Support Year			
Health	2032	2033	2025
Science	2033	2034	2036
2034 Targeted Science Implementation Support Year			
Social Sciences	2035	2036	2038

Below, you will find the proposed changes to the Oregon Department of Education’s rule relating to the High-Quality Instructional Materials. The proposed new text is bold, and the proposed text to remove is in bracketed italics.

581-022-2035 Standard Curriculum – Proposed New Rule

(1) As used in this rule, “standard curriculum” means instructional materials adopted in accordance with OAR 581-022-2355 on the subject matter schedule established by the State Board of Education in OAR 581-011-0165.

(2) The standard curriculum shall include the following content areas:

(a) English Language Arts;

(b) Mathematics;

(c) Science;

(d) English Language Proficiency;

(e) Health Education; and

(f) Social Sciences.

Statutory/Other Authority: ORS 337.050

Statutes/Other Implemented: ORS 337.050

[581-022-2030](#)

District **Instructional Program** *[Curriculum]*

[(1) As used in this rule, “curriculum” means the planned instructional program, which includes the goals, essential skills, academic content standards, materials and instructional materials as defined in OAR 581-011-0050, supplemental resources, instructional methods, and assessments needed to help students develop critical skills and knowledge.]

[2] 1) Each school district shall provide a planned K–12 instructional program which includes the goals, essential skills, content standards, adopted instructional materials and supplemental resources, instructional methods, and assessments needed to help students develop critical skills and knowledge.

[(3)] (2) The planned K–12 instructional program shall include the following [c]Common [c]Curriculum [g]Goals adopted by the State Board of Education [to include]:

(a) Content Standards as defined in OAR 581-022-0102(10) for the following:

(A) English Language Arts;

(B) Mathematics;

(C) Science;

(D) Social Science (including history, geography, economics and civics);

(E) The Arts;

(F) World Languages;

(G) Health Education **(including Comprehensive Sexuality Education)**;

(H) Physical Education;

(I) Comprehensive School Counseling; and

(J) Social and Emotional Learning;

[(b) Additional Common Curriculum Goals for technology;]

[(c)] **(b)** Essential Skills; and

[(d)] **(c)** Career education as outlined in OAR 581-022-2055, which may include career and technical education.

[(4)] **(3)** In addition to the requirements outlined in section (3), each school district offering grades 9 or higher shall provide a planned 9–12 instructional program, which includes the following academic content standards:

(a) Personal Financial Education; and

(b) Higher Education and Career Path Skills.

[(5)] **(4) Each** *[The]* school district shall also provide instruction in other areas identified in **OAR** *[c]*Chapter 581, Division 22. *[of the Oregon Administrative Rules., including:]*

[(a) *Infectious diseases, including AIDS/HIV and Hepatitis B;*]

[(b) *Substance use prevention education; and*]

[(c) *Emergency plans and safety programs.*]

(56) **Each** *[The]* school district **shall also** *[is also accountable to]* provide instruction in compliance with requirements set forth in ORS Chapter 336. *[, Conduct of Schools Generally.]*

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 329.045

[581-022-2350](#)

Independent Adoptions of Instructional Materials

(1) Without prior notice to the State Board of Education, the district school board of any school district, with the assistance of teachers and administrators of the district, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they meet the guidelines and criteria established by the Board. **Such district adoptions shall be known as independent adoptions.**

(a) For instructional materials in content areas that are included in the standard curriculum as described in OAR 581-022-2035, independent adoption shall be made in accordance with the subject-matter cycle established by the Board in accordance with OAR 581-011-0165.

(b) For instructional materials in content areas that are not included in the standard curriculum, unless exempted, the district school board shall independently adopt instructional materials at a time determined by the district, subject to the requirements of this rule.

([3]2) The district school board shall involve parents and citizens in the process. *[Such district adoptions shall be known as independent adoptions.]*

([4]3) In order to give proper notification that an independent adoption is being made, the administrative head of the district must provide the district school board, prior to placing the instructional materials into use in the local schools, the following information:

([1]a) The subject, category, and grade level(s) in which the instructional materials will be used;

([2]b) The title of the instructional materials;

([3]c) The publisher of the instructional materials;

([4]d) The copyright date of the instructional materials, **or the version number or retrieval date of materials that are continuously updated;**

([5]e) The date on which the district intends to install the instructional materials for use in the school system; and

([6]f) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.)

([7]g) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.

([8]h) Digital, electronic, or web-based materials must include an accessibility conformance report for each electronic component that documents adherence to the Web Content Accessibility Guidelines (WCAG) identified in the circular of information and technical standards required by the Federal Rehabilitation Act, Section 508.

Statutory/Other Authority: ORS 337.050(2) & 337.141

Statutes/Other Implemented: ORS 337.120 & 337.141

Instructional Materials Adoption

(1) For each program and course in grades K-12, each school district~~[, on a cycle established by the State Board of Education,]~~ shall select and provide students with free appropriate instructional and resource materials produced in accordance with the National Instructional Materials Accessibility Standard (NIMAS). These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field.

(a) For instructional materials in content areas that are included in the standard curriculum as described in OAR 581-022-2035, adoption shall be made in accordance with the subject-matter cycle established by the Board in accordance with OAR 581-011-0165.

(b) For instructional materials in content areas that are not included in the standard curriculum, the district school board shall independently adopt on a schedule determined by the district as described in OAR 581-022-2350, unless exempted.

(2) The school district process for selecting and adopting instructional materials shall include opportunities for citizen and parent involvement.

~~(2)~~**3** The school district process must identify whether the district coordinates with the National Instructional Materials Access Center (NIMAC) when purchasing print materials under OAR 581-022-2350 and 581-022-2360.

~~(3)~~**4** Districts that do not coordinate with NIMAC must provide instructional materials to persons who are blind and persons with print disabilities in accessible formats under 581-015-2060.

~~(4)~~**5** Sufficient quantities, including those produced in alternate formats and those that cannot be produced from NIMAS files, shall be available in a timely manner to accommodate the number of students who will be using them at any one time. A timely manner means the materials are available at the same time materials are available for students who do not need materials in alternate formats.

High-Quality Instructional Materials (HQIM): Adoption Schedule and Division 22 Rules

First-Reading



September 17th, 2026

Vanessa Martinez, Director Standards and Instructional Support
Susan Payne, Education Standards and Systems Specialist
Deirdre Banning-Shaughnessy, Instructional Materials Coordinator

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Agenda

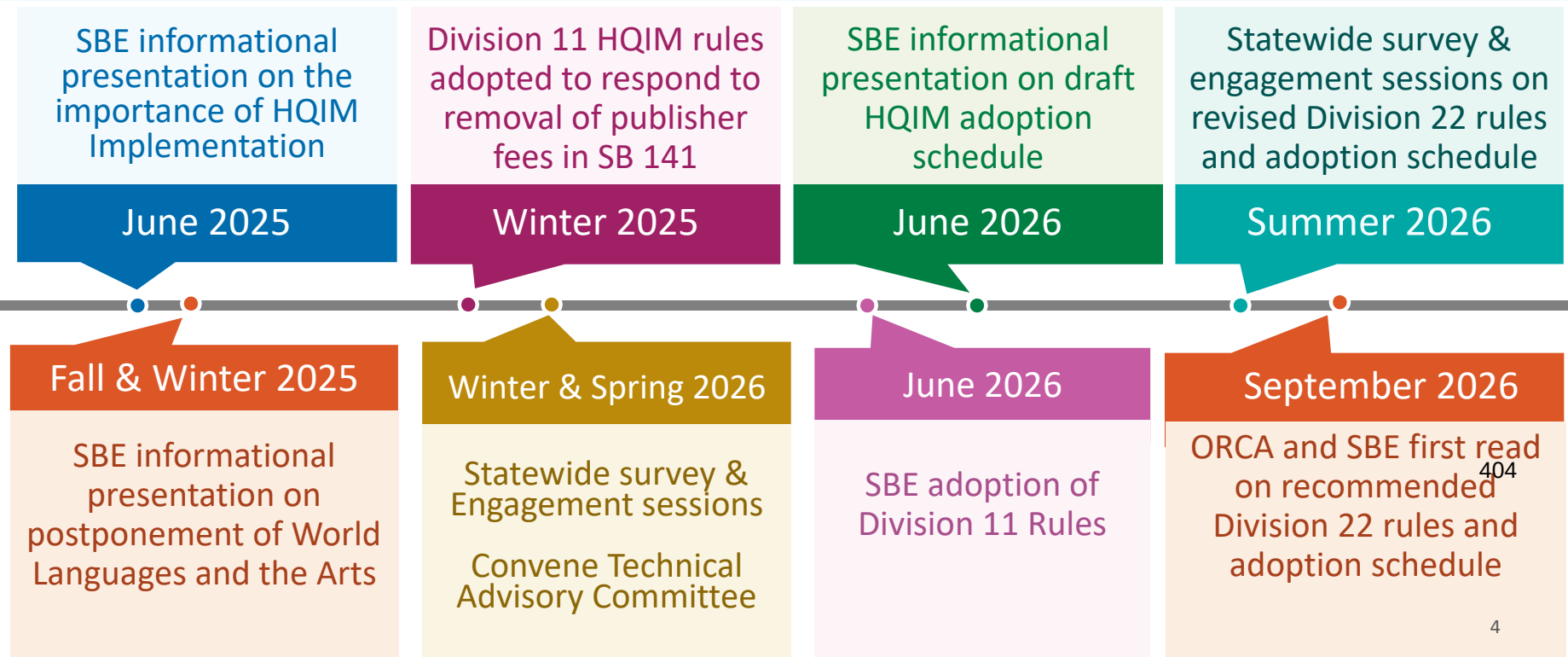
- Oregon's Vision and Context
- HQIM Implementation Research
- Recommended Adoption Schedule
- Proposed Division 22 Rule Revisions
- Engagement Process
- Next Steps & Closing

402



To ensure that every student, every day, is engaged in meaningful, affirming, grade-level instruction.

High-Quality Instructional Materials Adoption Schedule and Rules Timeline



Oregon's High-Quality Instructional Materials Adoption Schedule

- Establishes the statewide process for adopting instructional materials.
- Requires districts to implement state-adopted materials.
- Operates on a seven-year cycle across nine content areas.
- Creates a predictable schedule for:
 - ODE's evaluation of HQIM
 - State Board adoption decisions of HQIM
 - District adoption and implementation of HQIM

Content Area	Evaluation & Adoption Year
World Languages	2020
EL Arts and Proficiency	2021
Mathematics	2022
Science	2023
Health	2024
Social Sciences	2025
Physical Education	2026 ⁴⁰⁵
World Lang & Arts	Postponed

Adoption Schedule Limits Effective Implementation

HQIM is required, but adopting nine content areas into a seven-year cycle **leaves districts little time or budget for the professional learning** it takes to implement well.

This leads to **inconsistent implementation and uneven access to strong, grade-level instruction across the state.**

The proposed schedule **gives districts realistic time and support to implement**, not just adopt, aligned with national research on outcomes.

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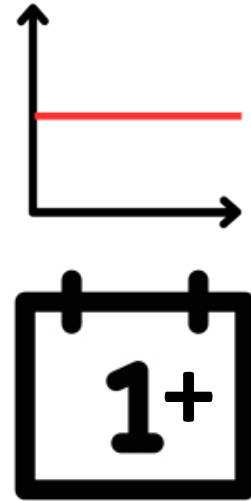


HQIM Implementation Research

Implementation Time Matters

Time for implementation support and professional learning **matters for students, and for educators.**

- A 2019 national study found that simply supplying districts and teachers with HQIM produced **no measurable improvement** in student outcomes.
- The average teacher received just over **one day of professional learning per year** to support their use of new materials.

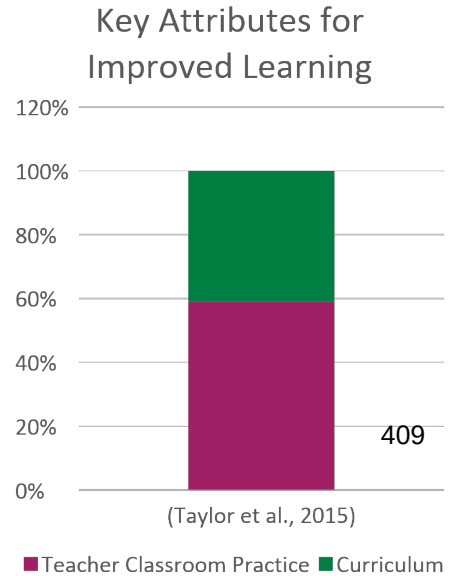
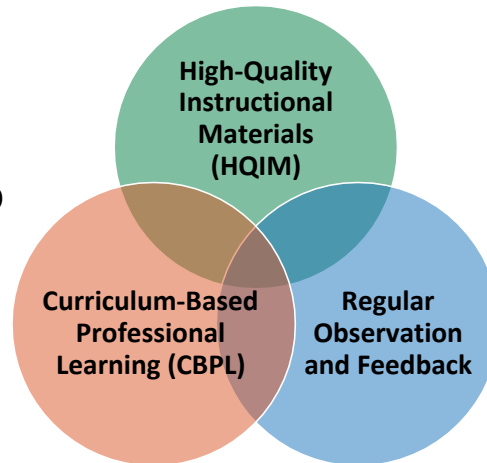


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Implementation Drives Results

When HQIM are **paired with systematic support** and **curriculum-based professional development**:

- Students gained **four months of learning** over two school years.
- 59% of the gain was attributed to improved **instructional practices** from CBPL.



Oregon Data Reflects the Need for Stronger Implementation Support

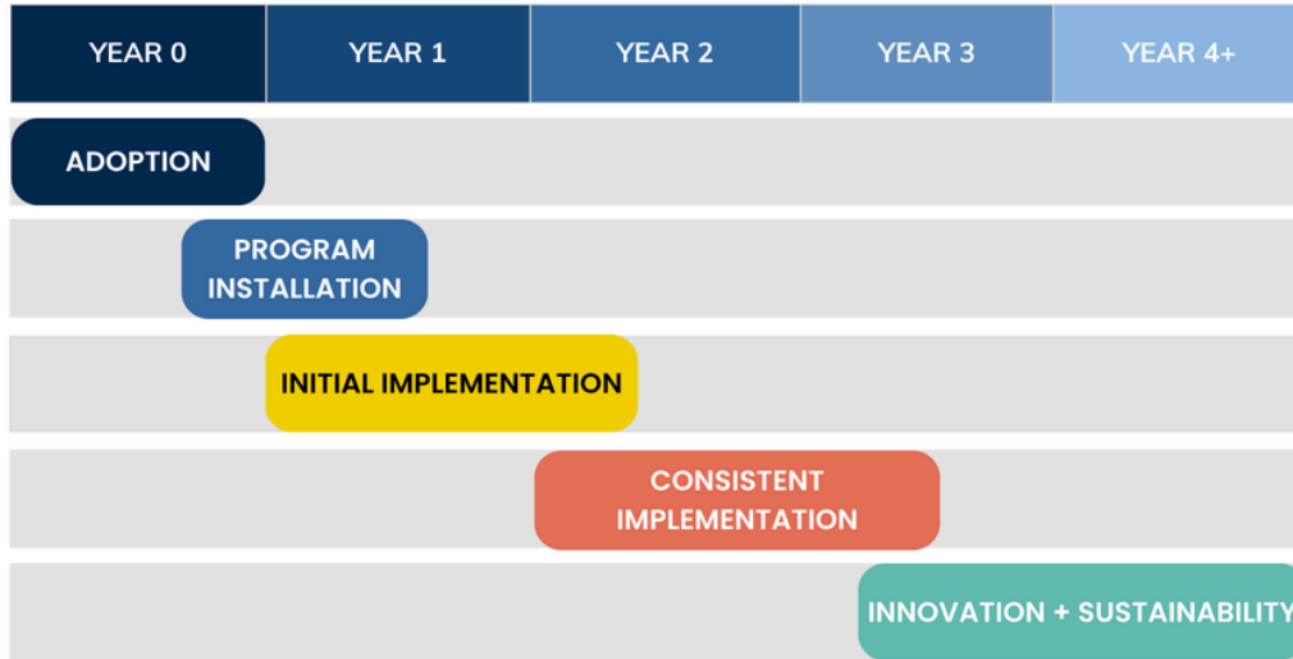
Oregon's data mirrors the national pattern: access to materials is **not always matched by the professional learning needed to use them well.**



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- Most Oregon teachers reported using high-quality math and ELA materials weekly in the 2024-25 school year, but intensive use (50% or more of instructional time) still lagged, especially at the high school level.
- **Less than half** of teachers said most of their professional learning was tied to their current materials.

Implementation is a Multi-Year Investment That Requires Sustained Support



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Recommended Adoption Schedule

State Board Authority

The Board retains authority to:

- Revise the adoption schedule
- Approve or deny recommended changes
- Determine which subjects require instructional materials/textbooks

ORS 337.050 does not require the State Board of Education to adopt materials in every content area taught by districts.

Content Area	State Eval. and Adoption Year	Classroom Use by Fall	Postponement Ends Fall
English Language Arts	2027	2028	2030
English Language Proficiency	2028	2029	2031
2029 Targeted Literacy Implementation			
Mathematics	2030	2031	2033
2031 Targeted Mathematics Implementation			
Health	2032	2033	2035
Science	2033	2034	2036
2034 Targeted Science Implementation			
Social Science	2035	2036	2038

Building Time & Systems for Effective Implementation

Content Area	State Evaluation & Adoption Year	Classroom use by Fall...	Postponement Ends Fall...
English Language Arts	2027	2028	2030
English Language Proficiency	2028	2029	2031
2029 Targeted Literacy Implementation Support Year			
Mathematics	2030	2031	2033
2031 Targeted Mathematics Implementation Support Year			
Health	2032	2033	2035
Science	2033	2034	2036
2034 Targeted Science Implementation Support Year			
Social Sciences	2035	2036	2038

- 9 required content areas → **6 required content areas**
- 7 year cycle → **a 9 year cycle**
- ELA, Math, and Science **Implementation Support Years**
- **Three year spacing** between ELA, Math, and Science



Division 22

Rule Amendments

Align



Four rules are updated to support the proposed adoption schedule, and align with existing statute (ORS 337.120, 337.050).

Clarify



Clarify which content area adoptions follow the State Board adoption schedule versus a district's local timeline.

Flexibility with Accountability



Independent adoptions provide flexibility and accountability. Districts will still complete the adoption process under rule.

HQIM Division 22 Rule Change Strategy

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Aligning Rules with Statutory Language

Excerpt from ORS 337.120: A district school board, with the assistance of teachers and administrators of the district, shall adopt a list of textbooks and other instructional materials **for each grade and subject for which instruction is provided by the school district...** The district school board shall adopt the list in compliance with ORS 337.141 and **shall involve parents and citizens in the process."**

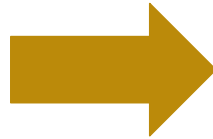
Adopted HQIM are required for *each grade and content area* listed in ORAR 581-022-2030 District Curriculum (unless exempted within the rule).

Materials that are not approved by the State Board shall be independently adopted as outlined in ORAR 581-022-2350.

In the absence of a State Board-approved list for content areas identified in district curriculum, the district⁴¹⁸ **must** conduct an independent adoption. ORAR 581-022-0165

Status Quo

- “District curriculum” is referred to as the district’s K-12 instructional program.
- “Standard curriculum” is neither defined nor used consistently across other Division 22 OARs.
- Unclear which content areas are included in the “standard curriculum” and therefore, must be included in the Board’s HQIM adoption schedule.



Revised

- “District Curriculum” → “District Instructional Program” outlining **required instructional programming for K-12 public school districts.**
- “Standard Curriculum” is established to clarify **which content areas must be adopted *in accordance with a Board schedule.***

Result

- Districts must adopt HQIM **on a schedule set by the Board** for all content areas in the “standard curriculum”.
- Districts may **locally determine the timing** of HQIM adoptions for content areas listed in “District Instructional Program” that are ***not*** included in the “standard curriculum.”

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State and Local Roles with HQIM Adoption

Standard Curriculum <i>Statewide adoption schedule</i>	District Instructional Program <i>Follows local independent adoption schedule</i>
Required ● English Language Arts ● English Language Proficiency ● Mathematics ● Science ● Social Science ● Health	Required ● The Arts ● World Languages ● Physical Education ● Personal Financial Education (grades 9-12) ● Higher Education and Career Path Skills (grades 9-12) Independent Adoptions Not Required <i>Framework-based; Integrated; not associated with graduation credits:</i> ● Comprehensive School Counseling ● Transformative Social and Emotional Learning

Instructional Materials Requirements

Independent Adoption of Instructional Materials <u>OAR 581-022-2350</u>	Instructional Materials Adoption <u>OAR 581-022-2355</u>
Outlines the requirements for local adoption of materials that are not on the SBE-approved list (known as independent adoptions).	Outlines the requirement for K-12 public school districts to adopt and provide students with access to HQIM for all courses and content areas.
Revisions clarify timelines: ● Standard Curriculum Areas: districts shall follow the State Board-adopted cycle ● Other areas: the district determines the timeline.	

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Summary of Draft Rule Revisions

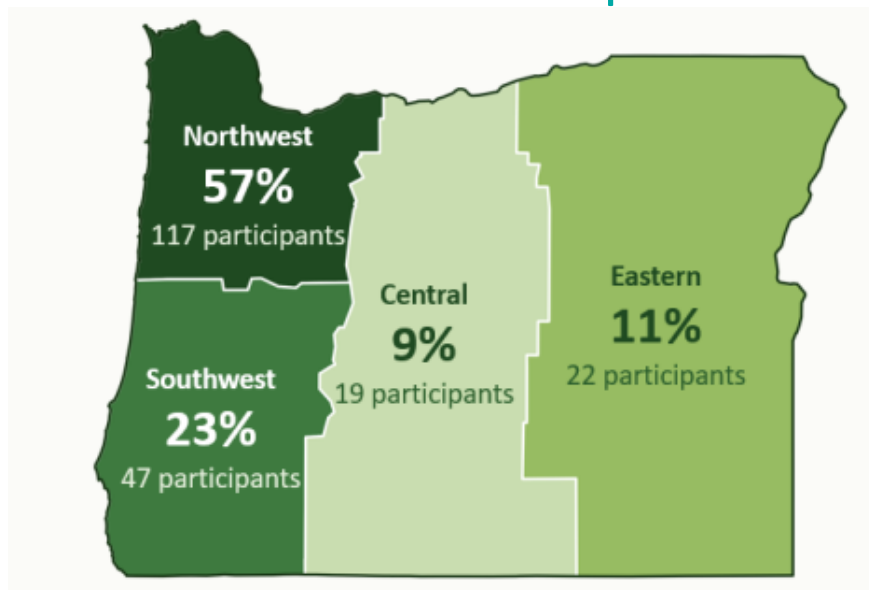
Rule Title	Standard Curriculum	District Instructional Program	Independent Adoption of HQIM	HQIM Adoption
Draft OAR Language	<u>DRAFT NEW OAR 581-022-2035</u>	<u>DRAFT OAR 581-022-2030</u>	<u>DRAFT OAR 581-022-2350</u>	<u>DRAFT OAR 581-022-2355</u>
Summary of Changes	Creation of new OAR in alignment with 337.050. Distinguishes content areas included in the State Board of Education's adoption schedule.	Updates the title from "District Curriculum" to "District Instructional Program"; clarifies which content areas require adopted instructional materials	Clarifies timeline expectations for independent adoptions dependent on whether the content area under consideration is included in the HQIM adoption schedule.	Clarifies timeline expectations for HQIM adoptions dependent on whether the content area under consideration is ⁴²² included in the HQIM adoption schedule.



Statewide Engagement

Statewide Engagement Across Oregon

Location of Participants

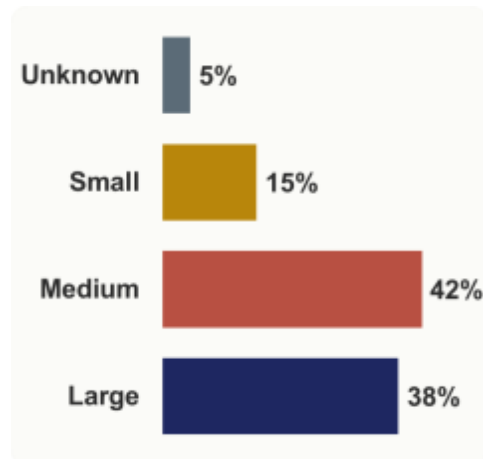


Oregon Department of Education

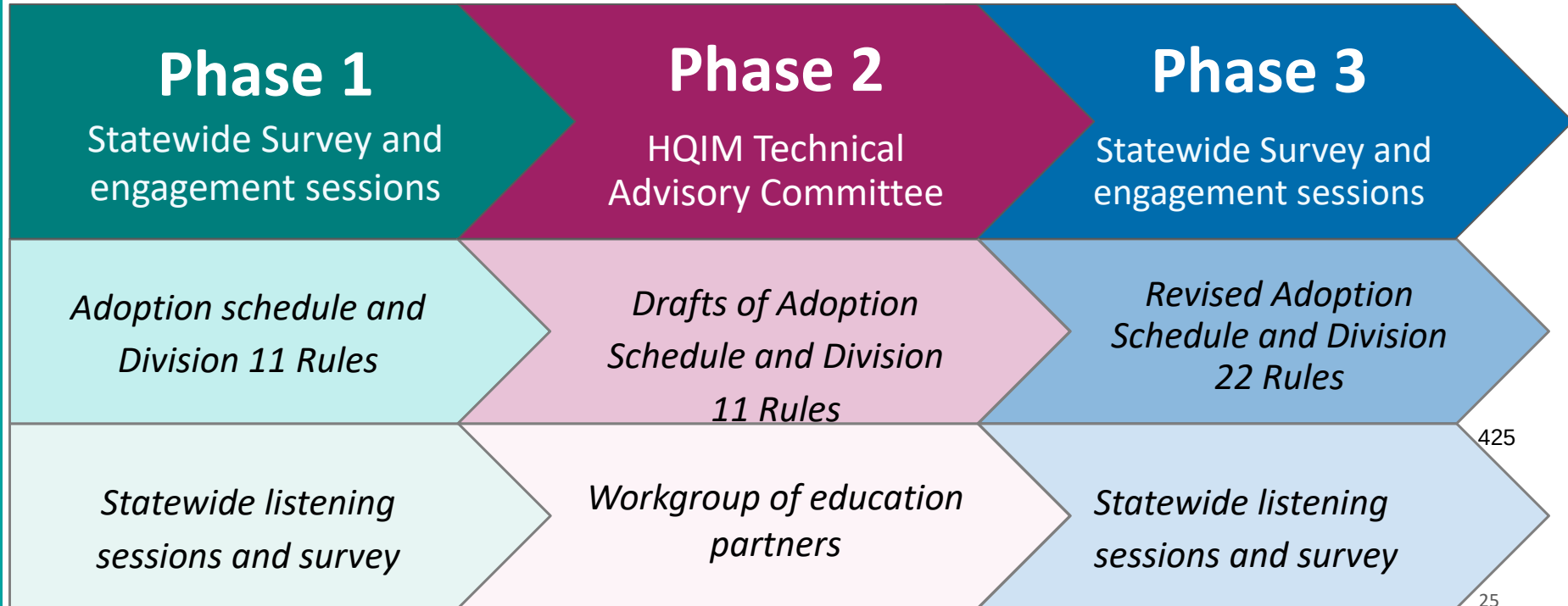
235

total engagement touchpoints

Participant by District Size



Phases of Engagement



How Feedback Shaped the Recommendations

Phase 1

Understanding needs and challenges of the current adoption schedule

Phase 2

Collaboration with HQIM TAC on multiple models and revisions

Phase 3

Engagement on proposed model and necessary rule revisions

Schedule & Program Survey



Instructional Materials Program & Adoption Schedule Survey

Purpose: ODE is in a process of strengthening and sustaining its Instructional Materials Program to better serve the needs of students, schools, and districts. Results from this survey will be used to inform recommendations regarding Oregon's instructional materials program, to the State Board of Education in Spring 2026.

Model A

Content Area	State Eval. and Adoption Year	Classroom Use
English Language Arts	2027	2028
English Language Proficiency	2028	2029
2029 Targeted Literacy Implementation		
Mathematics	2030	2031
Health		
Science		
Social Science		
Content Area	State Eval. and Adoption Year	Classroom Use
English Language Arts	2027	2028
English Language Proficiency	2028	2029
2029 Targeted Literacy Implementation		
Mathematics	2030	2031
2031 Targeted Mathematics Implementation		
Health	2032	2033
Science	2033	2034
2034 Targeted Science Implementation		
Social Science	2035	2036

Model B

Proposed Model & Division 22 Rules

Content Area	State Eval. and Adoption Year	Classroom Use
English Language Arts	2027	2028
English Language Proficiency	2028	2029
2029 Targeted Literacy Implementation		
Mathematics	2030	2031
2031 Targeted Mathematics Implementation		
Health	2032	2033
Science	2033	2034
2034 Targeted Science Implementation		
Social Science	2035	2036

Key Opportunities

1. Strong support for implementation years and increased spacing between major adoptions.
2. Proposed adoption schedule viewed as more manageable and responsive to district capacity, budget, and planning.
3. Appreciation for the continued focus on HQIM and statewide support for core content areas.
4. Support the rule changes for providing greater clarity around curriculum expectations.
5. Valued the increased local flexibility provided through independent adoptions with continued ODE & ESD support.

**“Spreading out
over more
years is
helpful”**

**“The additional
time will
certainly help...
to roll out the
new materials
with intention”**

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Key Challenges

1. Partners raised the point that independent adoptions shift additional workload, responsibility, and costs to local districts without sufficient staffing capacity.
2. Districts are concerned that content areas outside the standard curriculum, including World Languages, the Arts, and Physical Education, may receive less attention, consistency, or support.
3. Respondents voiced a need for implementation support, templates, funding assistance, and guidance.

“This will add additional work to districts while we are currently reducing the number of staff available to conduct this work.”

“Anything NOT on this list will quickly not have a curriculum to support teaching and learning.”

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Strengthening Statewide Support for HQIM Implementation

Implementation Guidance & Curriculum-Based Professional Learning	Data & Continuous Improvement
● ODE to develop implementation phase guidance across system levels ● Local and statewide Curriculum-Based Professional Learning ● Partner with ESDs for localized communities of practice and coordinated CBPL (pilots) ● Utilize a CBPL vendor ecosystem with technical support	● Collect and publish HQIM adoption/implementation data (Unified Application) ● Analyze HQIM data alongside assessment and SEED survey data ● Use HQIM data to monitor progress and refine supports



Next Steps

Upcoming Next Steps

1. Ongoing Rules Community Advisory (ORCA) and State Board in October for a second read
2. Instructional materials criteria development for English Language Arts, to ensure that criteria will be adopted by the state board by January 2027.



Thank You!

Questions?

Contact ODE.InstructionalMaterials@ode.oregon.gov

Summary

Meeting Date: 9/17/2026

Title: HB 4154 Rules – Quarterly Attendance Reporting

Status: First Reading

Presentation: No (Written Report Only/Consent)

Key Staff: Andrea Lockard, Assistant Superintendent of RADAR, and Jon Wiens, Director of Reporting, Accountability, and Data

Topic Summary: HB 4154 requires that ODE adopt rules for the district preview of quarterly attendance data reporting.

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon’s school systems? How does it ultimately serve students?

The Oregon Department of Education (ODE) currently collects and reports data on student attendance. When reporting attendance ODE classifies students in one of two categories:

- Regular attender: a student with an attendance rate of more than 90%; and
- Chronically absent: students with an attendance rate of 90%.

The ODE currently reports regular attendance and chronic absenteeism data each fall for the following students:

- Enrolled on the first school day in May; and
- with at least 75 days of enrollment in the school or district.

The requirements listed above align with the requirements for school accountability under the federal Every Student Succeeds Act (ESSA). They are also used for school district and public charter school accountability through the state Education Accountability Act (SB 141). Data are released for schools/districts as a whole and for various student groups.

- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

The Oregon Legislature passed HB 4154 during the 2026 legislative session. This law requires ODE to produce additional reports on regular attendance and chronic absenteeism for school districts and public charter schools. It also requires the following:

- The reports must include all students with at least 10 days of enrollment at any time during the school year;
- That ODE report attendance data four times per year; and
- That ODE must provide a 15-day window prior to publication for school districts and public charter schools to review each report and to correct any data that may be in error.

The bill also requires the State Board to adopt rules for the time and manner of the 15-day district review.

- 3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

This is the first time this issue has been before the Board.

- 4. Why is this item coming before the Board now?**

We are working to have the required rules adopted in October, in advance of the first district data review. That review is scheduled to commence in November of this year. We anticipate publication of the first report in December.

- 5. Who requested or brought about the need for this item? (Select all that apply.)**

- ☐ ODE Staff
- ☐ Students
- ☐ Families
- ☒ Community-Based Organizations
- ☐ Culturally Specific Organizations
- ☐ School Districts
- ☐ Education Service Districts
- ☐ Charter Schools
- ☒ Oregon State Legislature
- ☐ Educational Associations
- ☐ Racial Justice Council

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- ☐ Federal Government
- ☐ One or more of Oregon's nine federally recognized tribes: _____
- ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

There were several issues that the legislation sought to address, including:

- More frequent reporting of attendance, including when the school year is still in session. This will provide school communities and education partners with information while there is still time to address any emerging issues.
- Reporting that more closely aligns with data reported by a number of other states, making cross-state comparisons easier.¹

ODE's current reports omit students with enrollment periods that do not meet the 75-day minimum or who are not enrolled on the first school day in May. This includes students who first attend late in the school year, students who leave the school prior to the first school day in May, and students who transfer schools during the school year. These mobile students often face additional educational challenges and are more likely to be in poverty or to be from historically underserved or marginalized student groups. By lowering the minimum enrollment time to ten days the new reports will include the additional students.

While the new reports will be more inclusive of all students, there are also challenges in reporting data for a 10-day enrollment timeframe. For example, students who leave school are sometimes removed from enrollment only after several consecutive days of absence, and in some cases after ten days of absence. Students in these situations are likely to be reported as chronically absent even if that was not the case prior to them leaving school.

Legislators also asked that these reports be used to inform schools and the public with the hope that they help raise awareness of and continue the focus on the importance of school attendance. They also asked that this data not be used in a punitive fashion or be used to compare one school against another.

¹ State reporting of attendance data varies considerably. Our analysis of the most recent national reporting shows that about half of states report attendance using the 10-day enrollment minimum.

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Because of these nuances, ODE will work to provide schools district, charter schools, and the public with guidance on the limitations of the data and on the proper interpretation of the data included in the reports. ODE staff are working with our internal Every Day Matters team to help create this guidance. We will also consult with school districts, ESDs, and other members of the education community to help ensure our guidance is as complete as possible.

7. **After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's [Tribal Consultation Toolkit](#).)**
- ☒ No
 - ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
 - ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.
8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.**
- ☒ N/A; this item does not intersect with other state entities.
 - ☐ Oregon Health Authority (OHA)
 - ☐ Department of Early Learning and Care (DELIC; formerly ELD)
 - ☐ Educator Advancement Council (EAC)
 - ☐ Higher Education Coordinating Commission (HECC)
 - ☐ Youth Development Oregon (YDO)
 - ☐ Teacher Standards and Practices Commission (TSPC)
 - ☐ Oregon Housing and Community Services (OHCS)
 - ☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

Please enter your answer here

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
- ☒ Northeast Oregon
 - ☒ Central and Southeast Oregon
 - ☒ Southwest Oregon
 - ☒ Willamette Valley and Central Coast
 - ☒ Northwest Oregon
 - ☐ Tribal lands

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☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

We worked to include educators and community members from across the state.

10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

Participants were generally supportive of the early version of the draft rule presented to them. Much of the discussion in our feedback sessions was around the timing of the reports, and the distinction between our existing attendance reports and the new ones.

Reviewers also highlighted the importance of clear communication and guidance from ODE and suggested that we add those topics to the rule. This feedback led us to add sections 5 through 7 to the rule.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

We have also presented these rules to the Ongoing Rules Community Advisory (ORCA). Prior to publication of the data we plan to engage with the education community to help us finalize our guidance for use and interpretation of the data.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

The four new attendance review periods will add administrative impacts for school districts and public charter schools. Staff at those institutions will need to devote additional time to the review of these new reports. While all school districts will see an additional burden of staff

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time, this may disproportionately affect those small or rural school districts and charter schools that have fewer staff resources to dedicate to this review.

14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

There is no fiscal impact on state agencies. ODE staff will absorb the additional time and effort needed for these new reports.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

One goal of the legislation is to bring broader and more continued awareness of the importance of improving school attendance. Our data shows that systemically marginalized students face additional barriers to school attendance. If this reporting can help support ODE and school district efforts at improving school attendance, then it will be of benefit to those systemically marginalized students.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

The law will require additional work for some school district and charter school employees, as described above. In the short term there will be additional communications needed at the local level to help their communities understand and properly contextualize these reports.

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

The long-term effects are not yet known. As mentioned above, one of the intents of the new law was to bring greater awareness to the issue of school attendance. If these reports support the effort to improve school attendance, then there should be a positive cumulative improvement in student outcomes.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

The bill requires that ODE report attendance four times per year, starting with the 2026-27 school year. ODE staff will move forward with the reporting even if there is a delay in rules adoption.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

- 19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

The language of the rule incorporates the key sections of HB 4154. We did not add additional specificity to the rule so that ODE can remain flexible in its approach as data and data systems evolve over time.

- 20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board's Mission, Vision, and Values](#)?**

Sections 5 through 7 of the draft rule were added based on feedback received through the engagement process. While these sections are not required by the bill, we received strong feedback that it was important to include language requiring ODE to produce guidance to educators and the public, and to provide publication dates well in advance of the reports.

- 21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.**

Our team is recommending that the Board adopt the rule as written.

- 22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

- ☐ N/A; this item does not require any additional support.
- ☒ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☒ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies

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- ☒ Guidance and/or supplemental resources
- ☐ Other: _____

23. Has this item changed since the last Board meeting?

- ☒ N/A; this item has not previously been before the Board
- ☐ No; same as last month
- ☐ Yes; please review Appendix A: Second Reading below.

**Quarterly Attendance
Draft Rule**

OAR 581-021-0670: Quarterly Attendance

(1) Definitions. As used in this rule:

(a) “School District” means a common or union high school district organized under ORS chapter 332.

(b) “Public Charter School” has the meaning given that term in ORS 338.005.

(c) “Regular Attender” means a student enrolled for at least 10 school days in a school district or public charter school who regularly attends school as determined under ORS 327.164 to 327.173.

(d) “Chronically Absent” means a student enrolled for at least 10 school days in a school district or public charter school who does not regularly attend school as determined under ORS 327.164 to 327.173.

(2) Beginning with the 2026-2027 school year and subsequently four times per calendar year, the Department of Education shall compile the following report for school districts, public charter schools and other public schools as determined appropriate by the department.

(a) The number of students in cumulative average daily membership that are enrolled for at least 10 school days;

(b) The total number of students in cumulative average daily membership who are regular attenders;

(c) The percentage of students in cumulative average daily membership who are regular attenders;

(d) The total number of students in cumulative average daily membership who are chronically absent; and

(e) The percentage of students in cumulative average daily membership who are chronically absent.

(3) The data source for the four reports will be the four collection periods of the Cumulative ADM collection.

(4) The compiled data shall be available for school district and public charter school review prior to publication as follows:

(a) The report will be available for review for at least 15 business days.

(b) Districts will be able to review the report and make adjustments to their Cumulative ADM data for the duration of the review.

(5) ODE shall publish guidance and technical documentation on how the compiled data will be made available for school districts and public charter school review.

(6) ODE shall publish the timeline for school district and public charter school review for the following school year.

(7) The compiled data shall be published on ODE's web page and shall include:

(a) Data for each school district and public charter school;

(b) Disaggregated data by student group to the extent practicable;

(c) Guidance on how the data should be interpreted and used, including any limitations of the data when making comparisons across school districts, schools and reporting periods; and

(d) Any changes to methodology that have been made to the report.

Statutory/Other Authority: ORS 326.051 & section 2, chapter 69, Oregon Laws 2026.

Statutes/Other Implemented: ORS 326.051 & section 2, chapter 69, Oregon Laws 2026.



HB 4154 (2026) Bill Implementation: “Quarterly” Attendance Reporting

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Jon Wiens, Director of Reporting, Accountability and Data
Office of Research, Assessment, Data, Accountability, and Reporting (RADAR),
jon.wiens@ode.oregon.gov;

Regular Attendance and Chronic Absenteeism



ODE receives attendance data as part of our Cumulative Average Daily Membership (ADM) collection.



Students are reported with total days present and total days absent, with separate reports for each school or district.

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ODE uses these data to determine who is a regular attender and who is chronically absent:

Regular Attender: a student whose attendance rate is greater than 90%.

Chronically Absent: a student whose attendance rate is 90% or less.

Current Regular Attendance Reporting

- ODE reports Regular Attendance once each year, through the At-A-Glance Profiles and the Online Report Card.
- This report is based on attendance from the start of the school year through the first school day in May.
- Follows federal Every Student Succeeds Act (ESSA) accountability requirements and must continue. It is also used for the Education Accountability Act.
- Districts are given the chance to fully validate the data during the summer.

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Current Regular Attendance Reporting

Current reporting includes:

- Students enrolled on May 1 for at least 75 days meeting the requirements of ESSA.

However:

- It does not include students who enroll late, leave school early, or transfer schools late in the school year (“mobile students”).
- Mobile students often face additional challenges during the school year, and these students are more likely to belong to historically marginalized student groups.
- ODE collects cumulative attendance four times per year but only reports once.

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HB 4154 – Four Yearly Attendance Reports

[HB 4154 \(2026\)](#) adds new requirements for ODE to report regular attendance and chronic absenteeism:

- Report Attendance **four times per year**;
- Include all students with **10 days of enrollment** in a school or district; and
- Provide districts with a **15-day review window** before the data is published.

The bill also requires rules as follows:

- Section 2 (2)(a)(B): Provide each school district and public charter school at least 15 business days to review the compiled data and request adjustments be made to the data, **in the time and manner provided by rule of the State Board of Education**, before the department makes the data available to the public.

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Legislative Context

The legislature and supporters of the Bill had a few main goals, including:

- ODE should publish attendance data while schools and communities can still respond to the data.
 - Schools have continuous access to their attendance data and can intervene as needed
 - But they may have difficulty replicating ODE's regular attendance calculation.
- The report should align with how data is reported by about the many states which use the 10-day enrollment minimum (about half).
- Districts must be able to review and correct the data prior to publication.
- ODE must provide guidance on the uses and interpretations of the reports.

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“Quarterly” Attendance Rules Engagement Participants

Engagement session participants included:

- School District Staff
- Education Service District Staff
- Statewide Educational Associations (COSA, OSBA)
- Community-Based Organizations (Stand for Children)
- ODE’s Everyday Matters and the Tribal Attendance Promising Practices staff

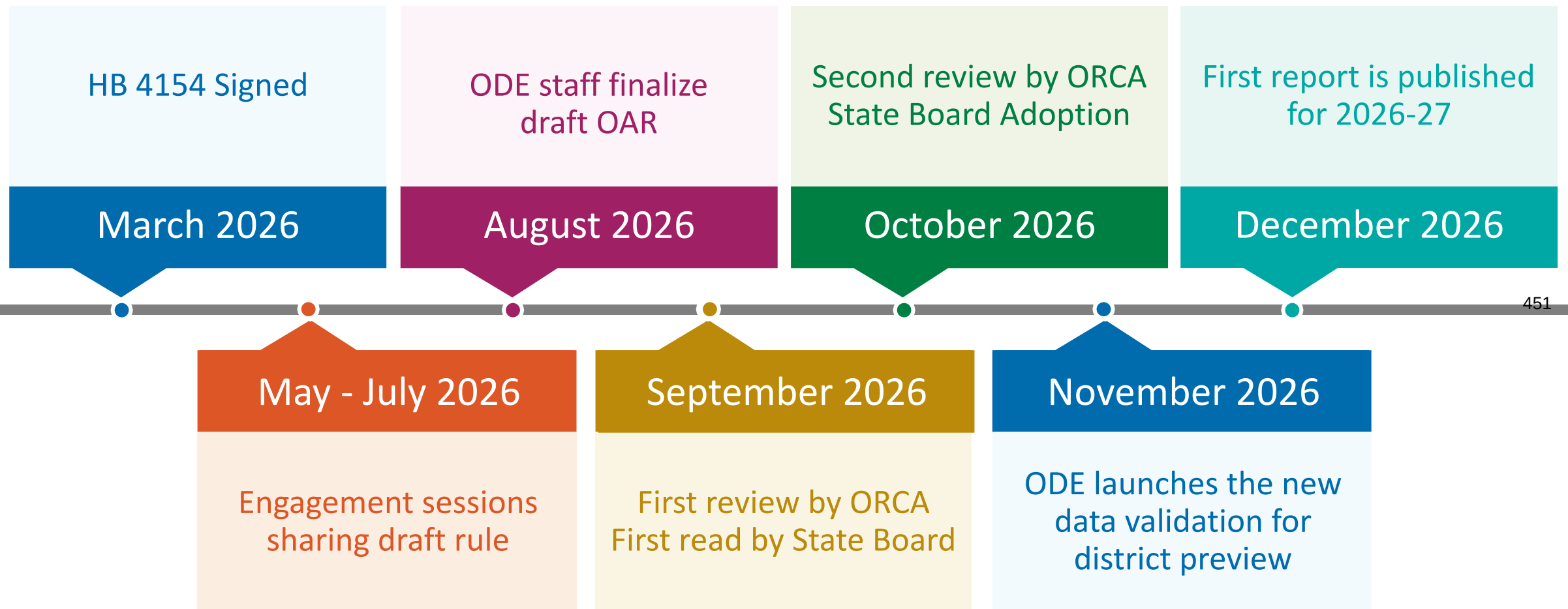
449

“Quarterly” Attendance Rules Engagement Feedback

- Participants expressed support for the draft rule and the proposed validation and reporting framework.
- Participants emphasized that the final report should include all student groups, even though data may not be available for earlier reports.
 - For example, information on houseless students isn’t collected June.
- Participants emphasized the need for the development of strong communication and data interpretation resources.
 - This feedback resulted in expanding the draft OAR to include details on the guidance ODE would develop for districts and the public for data interpretation.

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“Quarterly” Attendance Reporting: Timeline



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“Quarterly” Attendance Rule Highlights

- The focus of the new OAR is to describe the “time and manner” in which ODE will provide district staff the opportunity to preview the new Quarterly Attendance data and to make any needed corrections prior to publication to the public.
 - Four times a year, ODE will provide school districts for review for at least 15 business days the counts and rates of students that are regular attenders or chronically absent
 - ODE will also provide school districts with guidance and technical documentation for reviewing the data and making corrections as needed
- Additionally, the rule also describes how the data will be published to ODE’s webpage, disaggregation by student groups, and guidance and cautions for data interpretation.

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Planned Publication Timeline for 2026-27

Early reports are planned to include data by grade and race/ethnicity for schools, districts and the state.

The final report can include full student group data.

We will be launching a data dashboard this December with school and district data.

Reported data will be preliminary - ADM can be edited after each report posts. We will not update the reports.

Report	Enrollment Period	District Review	Publication
1st	July 1 to October 1	November	December
2nd	July 1 to December 31	February	March
3rd	July 1 to May 1	June	June
4th	July 1 to June 30	August	August

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Report Comparison

	Regular Attendance	“Quarterly” Attendance
Key Definitions	Students are Regular Attenders if they attended more than 90% of their enrolled days	No difference
	Students are Chronically absent if they were absent 10% or more of their enrolled days	No difference
Timeline	Reported once each year: Fall after the school year	Reported four times a year Fall, Winter, late Spring, and late Summer
	Timing of the report allows for all student groups to be included	First three reports allows for limited student groups. The last report can include all student groups.
Reporting Use	- Oregon Online Report Card - At-A-Glance School and District Profiles - Federal Every Student Succeeds Act (ESSA) - Oregon’s Education Accountability Act	- Publication on ODE’s webpage - Informational for communities
Students Included	Limited to students enrolled on the first school day in May with at least 75 days of enrollment	All students with at least 10 days of enrollment

Communication Considerations

ODE will publish guidance for these reports. Some items to highlight and explain:

- The difference between these “quarterly” reports and annual accountability report, both the calculations and the purposes.
- Rates for the “quarterly” reports will differ from the final accountability report.
- The impacts of student mobility and the 10-day drop rule.
- Attendance rates naturally change during the year.
- Data are preliminary.

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Questions

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Summary

Meeting Date: 9/17/2026

Title: Physical Education Instructional Materials Adoption – First Read

Status: First Reading

Presentation: No (Written Report Only/Consent)

Key Staff: Deirdre Banning, Vanessa Martinez

Topic Summary: The 2026 recommended K-12 Physical Education Instructional Materials adoption list is ready for the State Board of Education’s review.

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

- 1. Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon’s school systems? How does it ultimately serve students?**

The State Board of Education adopts instructional materials on a seven-year subject-matter cycle before October 31 each year. School Districts use the adopted instructional materials list to guide purchasing decisions for K-12 instructional resources. This state-level adoption process provides significant cost savings and quality assurance for all Oregon districts. At this time, state adoption results in a seven-year contract with publishers for the content area proposed for adoption. School districts may choose instructional materials from the adopted list or conduct an independent adoption.

- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

- ORS 337.050, OAR 581-011-0160 and OAR 581-011-0165
- The cited rules and statute instruct the State Board of Education to adopt a list of core instructional materials according to the subject matter cycle adopted by the Board.
- When possible, the adopted instructional materials list will include more than one instructional material program selection for each grade and subject field.

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- The statute and rules are prescriptive in requiring adoption according to the cycle but provide flexibility in evaluation criteria and local district implementation.

3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?

This is the first reading of the Physical Education instructional materials, recommended for adoption in October 2026. The Board last adopted instructional materials for Physical Education in 2017. The updated Instructional Materials Evaluation criteria were presented to the State Board in December 2025 and adopted in January 2026.

4. Why is this item coming before the Board now?

The timing for a Board review and adoption in September and October of 2026 is aligned with the current state-board adopted subject matter cycle, and to the relevant ORS and OARs. If adopted the instructional materials list contract period would begin in February 2027, so that districts may adopt for the following 2027-2028 school year.

5. Who requested or brought about the need for this item? (Select all that apply.)

- ☒ ODE Staff
- ☐ Students
- ☐ Families
- ☐ Community-Based Organizations
- ☐ Culturally Specific Organizations
- ☐ School Districts
- ☐ Education Service Districts
- ☐ Charter Schools
- ☒ Oregon State Legislature
- ☐ Educational Associations
- ☐ Racial Justice Council
- ☐ Federal Government
- ☐ One or more of Oregon's nine federally recognized tribes: _____
- ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

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6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

The committee was selected based on regional and school district settings to balance urban, suburban, and rural representation. Applicants provided their geographic location and demographic information. Applicants also provided information about their expertise in culturally responsive pedagogy, adaptive Physical Education, their familiarity with the previous Oregon and national standards, and their experience providing Physical Education instruction. Participant identities, experiences, and expertise informed the panel selection and standards development process.

During the summer of 2026, the Physical Education Instructional Materials Evaluation Committee, composed of 15 K-12 Physical Education educators, received a combination of synchronous and self-paced training. The training included equity grounding, review of the current academic content standards and adoption criteria, and training on providing ratings, high-quality feedback grounded in evidence, and practicing a group consensus protocol. These trainings were to encourage equitable group decision-making around evaluation ratings, and to provide accuracy and transparency in the evaluation process. Additionally, the panel received technical training in scoring and writing high-quality feedback statements. Culturally responsive criteria are also embedded in the evaluation tool (also known as the IMET), to support an equitable evaluation process

7. After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's [Tribal Consultation Toolkit](#).)

- ☒ No
☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.

- ☒ N/A; this item does not intersect with other state entities.
☐ Oregon Health Authority (OHA)
☐ Department of Early Learning and Care (DEL; formerly ELD)
☐ Educator Advancement Council (EAC)
☐ Higher Education Coordinating Commission (HECC)
☐ Youth Development Oregon (YDO)
☐ Teacher Standards and Practices Commission (TSPC)
☐ Oregon Housing and Community Services (OHCS)
☐ Other: _____

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If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

9. Which geographic perspectives are intentionally represented in your office/team engagement strategy?

- ☒ Northeast Oregon
- ☐ Central and Southeast Oregon
- ☒ Southwest Oregon
- ☒ Willamette Valley and Central Coast
- ☒ Northwest Oregon
- ☐ Tribal lands
- ☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

The list of Physical Education materials is intended for use by school districts across the state. It is important that the perspectives of educators from each region are part of the evaluation committee. ODE conducted a statewide recruitment process with the goal of ensuring statewide representation in education, including all regions. Of the applicants, educators representing different geographical perspectives were prioritized, and additional recruitment efforts were made for unrepresented or underrepresented regions (namely Central, Southeast, and Southwest). The resulting 15-person committee includes representation of 13 districts and 9 ESDs across the state.

10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

The most comprehensive, statewide engagement and feedback process was conducted during the development of the 2025 Physical Education standards. These standards were later used as the basis for the Instructional Materials Criteria development, and later the Instructional Materials Evaluation Tool (IMET). The engagement process was as follows:

- The first step in ODE's process involved gathering information from Physical Education teachers via a survey to determine the benefits of the current standards and gather input on what could be improved.
- The second step was to invite Physical Education teachers, administrators, and community members to serve on a Physical Education Standards Review Panel. The panel consisted of licensed physical education teachers, school administrators, and community members.
- The third step included gathering both internal and external feedback on the proposed and revised standards. The revision process for the proposed standards intentionally incorporated a wide variety of feedback loops to ensure a broad scope of input to guide final decisions.

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Additional engagement and feedback were conducted in the criteria development process, in which committees of Physical Education educators reviewed and revised the drafted criteria to evaluate PE materials. This feedback was incorporated in multiple rounds, and the final draft was reached via consensus protocol. This was brought to the State Board for review and adoption in December 2025 and January 2026. Key feedback from the criteria committee included:

- The need for age- and developmentally- appropriate resources that help students develop physical literacy skills.
- The value of having teacher support materials that help educators confidently implement the new standards

This feedback directly influenced the evaluation criteria, with committee members prioritizing materials that demonstrated strong alignment with equitable student engagement standards.

And finally, in the evaluation committees, PE educators evaluated the materials against the state-adopted criteria, including an individual, then a group evaluation. These evaluations include ratings and comments. When developing the final group evaluation (being brought to the State Board as the program evaluation scorecard), the committee also used a consensus-building protocol and provided specific evidence from the materials to support their ratings. When disagreements arose during scoring, committee members used the established rubric and engaged in structured discussions facilitated by ODE staff.

Once the evaluation was complete, the results were shared with the program publishers, who have the opportunity to write a publisher's response, included in the adopted instructional materials list. Additionally, publishers had the opportunity to appeal for a re-evaluation.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

No additional engagement is typically held after the work of the evaluation committee is completed. After approval by the board, the list of adopted instructional materials will be shared on ODE's webpage, with ESDs, and school districts.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the

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anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

School districts are required to provide core, or basal, instructional materials for student use. School districts may decide to purchase new materials or reevaluate current materials for alignment to state standards. Local school district funding is used to purchase materials. The current seven-year cycle allows districts to plan spending on materials. Districts can adopt from the state-adopted Physical Education instructional materials list or conduct an independent adoption of a program that better meets their community's needs. And additionally, districts have the option to request a postponement of adoption of Physical Education materials, if needed.

14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

ODE incurs administrative costs for facilitating the evaluation process, maintaining the adopted materials list, and providing technical assistance to districts.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

The identification and adoption of instructional materials aligned to the new Physical Education standards provides districts with the opportunity to fully address the best instructional practices in Physical Education. The review of instructional materials is an opportunity to establish a vision for equitable, inclusive, and standards-aligned Physical Education instruction that supports physical literacy, movement competence, health-enhancing behaviors, and lifelong wellness. Adoption of the Physical Education materials list aligns with ODE's vision that "Every student, every day, has access to meaningful, affirming, grade-level instruction."

By conducting a state-level instructional materials adoption process, all school districts have access to a list of vetted high-quality instructional materials. The State Board's adoption of the approved list for Physical Education supports districts in selecting instructional materials aligned to the 2025 Physical Education standards and current best instructional practices.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

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The adoption of high-quality instructional materials aligned to the 2025 Physical Education Standards will significantly benefit school district employees. These materials intentionally center building lifelong physical literacy skills and social-emotional skills. The Physical Education materials have been evaluated by a committee of educators to ensure that they sufficiently align with Oregon standards, are culturally responsive, include supportive assessments, and are supportive to students and educators.

For teachers, having high-quality instructional materials reduces the emotional and intellectual labor of constantly supplementing inadequate resources or correcting problematic content. The adopted materials will also reduce the administrative burden on all teachers who would otherwise need to spend significant time researching, creating, or locating supplemental materials to address gaps in existing curricula.

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

School districts may save time and money by selecting from a pre-vetted list rather than conducting independent evaluations, while receiving guaranteed contract pricing for seven years that enables better budget planning. Teachers will gain immediate access to materials specifically designed to support the 2025 Physical Education Standards, reducing preparation time and providing ready-to-use instructional resources, assessments, and learning progressions aligned to the standards. This will positively impact Physical Education instruction received by students in Oregon in the long term.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

Without an adopted list, school districts will need to complete their own identification, review, and evaluation of K-12 instructional materials, or rely on the previously adopted 2018 instructional materials list, which is not aligned to current PE state standards or criteria.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?

The Oregon Department of Education requests that the State Board of Education adopt core instructional materials for Physical Education with a contract period beginning February 1, 2027, and ending June 30, 2034.

20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board's Mission, Vision, and Values](#)?

The proposed Physical Education instructional materials list directly responds to feedback gathered through the standards revision process, instructional materials criteria development, and educator evaluation committees. Physical Education educators emphasized the need for age- and developmentally appropriate resources that support students' physical literacy, social-emotional development, and lifelong wellness, as well as teacher support materials that help educators confidently implement the 2025 Physical Education Standards. The adopted materials were evaluated using state-approved criteria that prioritize standards alignment, culturally responsive practices, equitable student engagement, and instructional quality, ensuring the selected programs reflect the needs identified by Oregon educators.

This action aligns with the Board's Mission by supporting equitable access to high-quality instructional materials that help every Oregon student engage in meaningful physical education experiences. By providing districts with a vetted list of standards-aligned resources, the adoption process reduces barriers to identifying quality materials and promotes consistent access to effective instruction across the state.

The adoption reflects the Board's Vision and Values by advancing belonging, wellness, and educational opportunity for all students. The evaluation process incorporated diverse geographic perspectives from educators representing rural, suburban, and urban communities, as well as expertise in adaptive Physical Education and culturally responsive teaching practices. The resulting materials support inclusive learning environments where students of diverse backgrounds, abilities, and identities can see themselves reflected and participate meaningfully in physical education.

The transparent evaluation process, use of evidence-based scoring protocols, and inclusion of educator voice throughout the review process demonstrate the Board's commitment to integrity, transparency, and shared responsibility. Additionally, districts retain the flexibility to select from the adopted list or pursue an independent adoption process, preserving local decision-making while ensuring statewide access to high-quality Physical Education instructional materials that support student success and lifelong wellness.

21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.

The Department recommends that the State Board of Education adopt the list of core instructional materials for Physical Education.

The rigorous evaluation process ensures that recommended materials align to the 2025 Physical Education Standards and support physical literacy, inclusive participation, culturally responsive instruction, appropriate assessment practices, and developmentally appropriate learning experiences. The proposed instructional materials list and supports provide districts with curated materials and transparent evaluation criteria, empowering local decision-making while ensuring quality standards. Districts retain autonomy to select materials that best serve their communities or pursue independent adoptions, creating a distributed accountability model that respects local context while maintaining

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statewide quality assurance. The seven-year contract cycle also provides predictable planning opportunities that support sustainable resource allocation.

22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.

- ☐ N/A; this item does not require any additional support.
- ☒ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☐ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies
- ☒ Guidance and/or supplemental resources
- ☐ Other: _____

23. Has this item changed since the last Board meeting?

- ☒ N/A; this item has not previously been before the Board
- ☐ No; same as last month
- ☐ Yes; please review Appendix A: Second Reading below.

Oregon Instructional Materials in Physical Education - Contract Years 2027-2034

* indicates "exemplary" program scoring of 80% or higher with no criterion score of zero.

**Instructional materials designated as "does not meet Oregon adoption criteria" may still be adopted as (1) supplemental materials or (2) in other course categories, at the discretion of local school boards.

School districts must complete an independent evaluation to independently adopt materials designated as "does not meet Oregon adoption criteria" in the category of Physical Education.

Category	Oregon Adoption Criteria	Publisher	Program Title and Evaluation	Copyright Date	Digital Only?	Available in Spanish and/or other languages	Price List	1.1 Alignment to Physical Education Standards	1.2 Strengths-Based Approach	1.3 Scope and Sequence	1.4 Practice and Skills	2.1 Engagement and Motivation	2.2 Culturally Responsive Instructional Support	3.1 Supports for Teachers	3.2 Supports for Students	3.3 Digital Design Elements*	4.1 Formative Assessment	4.2 Performance Assessments	Total Overall Criterion Score Points (22 points possible)	Legal Requirements	Publisher Response
Category 1: Grades K-5	MEETS*	SPARK Education	SPARK K-2, 3-6 Physical Education	2023	NO	N/A	Price List	2	1	2	2	2	1	2	2	1	2	2	19	Yes	Publisher Response
Category 1: Grades K-5	MEETS*	Quaver	Quaver PE K-5	2026	YES	N/A	Price List	2	2	2	2	1	1	1	2	2	2	2	19	Yes	Publisher Response
Category 1: Grades K-5	DOES NOT MEET**	PLT4M	PLT4M K-5 Physical Education	2025	YES	N/A		0	0	0	0	0	0	1	0	0	0	0	1	Yes	Publisher Response
Category 2: Grades 6-8	MEETS*	SPARK Education	SPARK Middle School PE		NO	N/A	Price List	2	1	2	2	2	1	2	2	2	2	2	20	Yes	Publisher Response
Category 2: Grades 6-8	MEETS	PLT4M	PLT4M Secondary Physical Education	2025	YES	N/A	Price List	1	1	1	2	1	1	2	1	2	1	1	14	Yes	N/A
Category 2: Grades 6-8	DOES NOT MEET**	Goodheart-Willcox	Fitness & Wellness Skills	2025	YES	N/A		0	1	1	2	1	0	1	1	1	2	1	11	NO	N/A
Category 3: Grades 9-12	MEETS*	SPARK Education	SPARK High School PE	2024	NO	N/A	Price List	2	2	2	2	2	2	2	2	1	2	2	21	Yes	N/A
Category 3: Grades 9-12	MEETS	Goodheart-Willcox	Fitness & Wellness Skills	2025	YES	N/A	Price List	2	2	2	2	1	1	2	1	1	2	2	18	Yes	N/A
Category 3: Grades 9-12	DOES NOT MEET**	PLT4M	PLT4M Secondary Physical Education (Re-Evaluated 3/2026)	2025	YES	N/A		0	2	0	2	2	2	2	1	2	2	1	16	Yes	N/A

Summary

Meeting Date: 9/17/2026

Title: Civil Rights Coordinator Rules – Technical Fix

Status: First Reading

Presentation: No (Written Report Only/Consent)

Key Staff: Marinda Peters; Kate Hildebrandt

Topic Summary: This item is being brought forward as a technical fix. Adopting the temporary rules as permanent will restore the intention of the SBE's vote to require the submission Coordinator contact information to the Department and restore the rule that requires districts to designate one or more civil rights coordinators. Without these permanent rules, districts will not be able to effectively implement ORS 332.505(2)

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

- Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

HB 2281 was introduced in the 2023 legislative session and went into effect on January 1, 2024, ORS 332.505(2)). It requires every district and public charter school to designate one or more Civil Rights Coordinators to oversee compliance with state and federal nondiscrimination law. The Civil Rights Coordinator program is overseen by the Civil Rights Unit at ODE. Training and technical assistance is provided by Civil Rights Specialists within that unit. Civil Rights Coordinators are required to undergo training upon designation and annually thereafter. Civil Rights Specialists also provide training and technical assistance to the federally required Coordinators pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. When a civil rights concern is brought forward, including when it is brought to the attention of the Civil Rights Unit, district Civil Rights Coordinators and/or other federally required Coordinators are engaged, as appropriate. The goal is often to resolve the concern at the local level, when possible, and help students regain access to their education

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- 2. Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

ORS 332.505(2)(a)(E) – flexibility for adopting rules regarding the designation of one or more Civil Rights Coordinators: “Comply with any rules adopted by the State Board of Education for the purpose of implementing this paragraph”

ORS 659.850(3) – flexibility for adopting rules regarding discrimination in education prohibited: “Adopt rules that provide that no public elementary or secondary school shall discriminate in determining participation in interscholastic activities”

- 3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?**

Yes. In May 2024 the Board approved OAR 581-021-0655 Duty to Designate One or More Civil Rights Coordinators. In March 2026 the Board approved the rule “Submission of Coordinator Contact Information” which was meant to be recorded as OAR 581-021-0665.

- 4. Why is this item coming before the Board now?**

On March 19, 2026, the State Board of Education voted to amend OAR 581-021-0655. However, the Department’s intent was to request the State Board of Education to amend OAR 581-021-0665 instead of -0655. This resulted in accidental replacement of language in OAR 581-021-0655 which required district to designate one or more Civil Rights Coordinators. The Department is asking the State Board to adopt the temporary rule language to return OAR 581-021-0655 to its original intended language (which was not intended to be replaced), and to adopt the temporary rule language of OAR 581-021-0665 (Submission of Coordinator Contact Information) adopted in March 2026 within the correct rule.

Adopting the temporary rules as permanent will restore the intention of the SBE's vote to require the submission Coordinator contact information to the Department and restore the rules that require districts to designate one or more civil rights coordinators. Without these permanent rules, districts will not be able to effectively implement ORS 332.505(2).

- 5. Who requested or brought about the need for this item? (Select all that apply.)**

- ☒ ODE Staff
- ☐ Students
- ☐ Families
- ☐ Community-Based Organizations

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- ☐ Culturally Specific Organizations
- ☐ School Districts
- ☐ Education Service Districts
- ☐ Charter Schools
- ☐ Oregon State Legislature
- ☐ Educational Associations
- ☐ Racial Justice Council
- ☐ Federal Government
- ☐ One or more of Oregon's nine federally recognized tribes: _____
- ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

The Equity Decision Tree clarified that approving the technical fixes as permanent rules is a long-term foundational decision with minimal variables at play. The groups most affected are district officials who are responsible for ensuring Civil Rights Coordinators and federally required Coordinators are designated and reported to the Department.

7. After consulting with ODE's Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE's [Tribal Consultation Toolkit](#).)

- ☒ No
- ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
- ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.

8. Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon's students, or otherwise contribute to the climate of Oregon's school systems? If so, please select from the below list.

- ☒ N/A; this item does not intersect with other state entities.
- ☐ Oregon Health Authority (OHA)
- ☐ Department of Early Learning and Care (DELC; formerly ELD)

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- ☐ Educator Advancement Council (EAC)
- ☐ Higher Education Coordinating Commission (HECC)
- ☐ Youth Development Oregon (YDO)
- ☐ Teacher Standards and Practices Commission (TSPC)
- ☐ Oregon Housing and Community Services (OHCS)
- ☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

9. Which geographic perspectives are intentionally represented in your office/team engagement strategy?

- ☐ Northeast Oregon
- ☐ Central and Southeast Oregon
- ☐ Southwest Oregon
- ☐ Willamette Valley and Central Coast
- ☐ Northwest Oregon
- ☐ Tribal lands
- ☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

Making the Civil Rights Coordinator Rules permanent impacts all Oregon regions equally and no region was specifically targeted for engagement.

10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

Engagement for the Civil Rights Coordinator rules adopted in 2024 included communities and families, school districts, and education partners. The feedback indicated that community groups wanted Coordinator accountability measures and reporting requirements. District partners expressed concern that requiring the reporting of this information would create administrative burden if not part of a universal reporting system, which was not yet established at that time. For that reason, the Civil Rights Coordinator rules adopted in 2024 did not include reporting Coordinator contact information. In August of 2025, the ODE's Office of Finance and Information Technology launched the Institution Staff Maintenance system, which has allowed district staff contact information to be submitted through a centralized application. The improved system mitigates district partners' concerns. Ongoing engagement

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with those district partners has emphasized that there is not a need from the field to amend the draft rule. Instead, efforts will be focused on enhancing ODE's systems internally to effectively manage and utilize the contact information submitted by districts.

There was no specific engagement in seeking to make the rules permanent as this is a technical fix and the SBE already voted to approve the rule language in May 2024 and March 2026.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

There are no planned engagement opportunities as it relates to the technical fix and making the rules permanent as the SBE already voted to approve the rule language in May 2024 and March 2026.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☒ No

☐ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

There are no fiscal impacts on districts in making the rules permanent.

There may be minimal administrative burden as districts are currently implementing the temporary rule because districts will submit Civil Rights Coordinator, Title IX Coordinator, Section 504 Coordinator, and Title II/ADA Coordinator contact information to the Department through the newly established Staff Maintenance System of the unified application. This rule does not create new Coordinator requirements, however. These individuals are already required to be designated. Small, rural, or remote communities are more likely to have one staff member hold multiple Coordinator roles and may have less contact information in their submissions.

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14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

No.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

Voting in favor of this rule will clarify the responsibilities of districts as it relates to Civil Rights Coordinators and ultimately give students and their families better access to information on their civil rights. This includes information on how to file a local discrimination complaint as well as options for informal resolutions and preventing future acts of discrimination.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

Board action on this rule will ultimately provide school district employees and volunteers clarity and ultimately ensure better access to information on state and federal civil rights laws. This includes information on the local discrimination complaint process and preventing discrimination in education programs and activities

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

There will be no short-term or long-term consequences as districts are already required to adhere to the temporary rules.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

Inaction on this item will cause the rules to revert back to inaccurate rule numbers which will remove the rule related to districts' "**Duty to Designate One or More Civil Rights Coordinators**" which was voted in by the SBE in 2024 to implement ORS 332.505(2)

RECOMMENDED ACTION

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The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

- 19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

Technical fix to the rule numbers as they were meant to be recorded in order to reinstate the rules as approved by the Board:

ORAR 581-021-0655 - Duty to Designate One or More Civil Rights Coordinators

ORAR 581-021-0665 Submission of Coordinator Contact Information

- 20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board's Mission, Vision, and Values](#)?**

Reinstating the rules as they were voted on by the Board would respond to the feedback received through many engagement strategies that were implemented since the passage of ORS 332.505(2).

- 21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.**

We are asking the Board approve the rule numbers as they were meant to be recorded in order to reinstate the rules as approved by the Board:

ORAR 581-021-0655 - Duty to Designate One or More Civil Rights Coordinators

ORAR 581-021-0665 Submission of Coordinator Contact Information

- 22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

- ☒ N/A; this item does not require any additional support.
- ☐ Communications plan
- ☐ Technical assistance, professional development, and/or coaching
- ☐ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies

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- ☐ Guidance and/or supplemental resources
- ☐ Other: _____

23. Has this item changed since the last Board meeting?

- ☒ N/A; this item has not previously been before the Board
- ☐ No; same as last month
- ☐ Yes; please review Appendix A: Second Reading below.

Below, you will find the proposed changes to the Oregon Department of Education's rule relating to the duty to designate one or more civil rights coordinators. The proposed new text is bold.

Current Rule Link: Oregon Administrative Rule [\(OAR\) 581-021-0655](#)

Rule Number: 581-021-0655

Rule Title: Duty to Designate One or More Civil Rights Coordinators

(1) Each district must designate one or more civil rights coordinators. A civil rights coordinator designated under this rule must:

(a) Be knowledgeable of the requirements of OAR 581-0021-0038, 581-021-0045, 581-021-0046, and 581-021-0660; and

(b) Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660.

(2) Each district must include the name or title, work address, email address, and phone number of each civil rights coordinator designated by the district in the notice of nondiscrimination required by OAR 581-021-0045.

(3) Each district must adopt and follow a policy for the purpose of implementing OAR 581-021-0650 to 581-021-0660. At a minimum, the policy must:

(a) List the requirements of OAR 581-021-0660 and require each civil rights coordinator designated by the district to meet those requirements.

(b) Specify that any complaint alleging discrimination may be made to any civil rights coordinator designated by the district.

(c) Require the tracking and documenting of:

(A) All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and

(B) The training completed by each civil rights coordinator designated by the district pursuant to OAR 581-021-0660.

(4) A civil rights coordinator designated under this rule may be a person employed by a district for purposes other than those set forth in OAR 581-021-0660.

(5) Pursuant to a contract entered into between a school district and an education service district, an education service district may designate and provide one or more civil rights coordinators for the school district. If an education service district designates and provides one or more civil rights coordinators for a school district, the education service district assumes the school district's duties under OAR 581-021-0650 to OAR 581-021-0660 to the

extent that the contract delegates those duties. An education service district may designate and provide the same civil rights coordinator for multiple districts.

Statutory/Other Authority: ORS 326.051, ORS 332.505, ORS 338.115, & ORS 659.855

Statutes/Other Implemented: ORS 326.051, ORS 332.505, ORS 338.115, & ORS 659.855

The proposed text to be removed is below in bracketed italics.

Rule Title: Submission of Coordinator Contact Information

[Submission of Coordinator Contact Information

(1) In a time and manner required by the Oregon Department of Education, each district shall provide the department with the contact information of:

(a) Each civil rights coordinator designated by or for the district pursuant to OAR 581-021-0655; and

(b) Each coordinator designated by the district pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

(2) The contact information required by subsection (1) of this rule shall include, at a minimum, each coordinator's name or title, work address, email address, and telephone number.]

Below, you will find the proposed changes to the Oregon Department of Education’s rule relating to the submission of coordinator contact information. The proposed new text is bold, and the proposed text to remove is in bracketed italics.

Current Rule Link: Oregon Administrative Rule [\(OAR\) 581-021-0665](#)

Rule Number: 581-021-0665

Rule Title: Submission of Coordinator Contact Information

[Applicability Clause] **Submission of Coordinator Contact Information**

[A civil rights coordinator designated under OAR 581-021-0655 before July 1, 2024, must complete the training required by OAR 581-021-0660 (2) by June 30, 2025.]

(1) In a time and manner required by the Oregon Department of Education, each district shall provide the department with the contact information of:

(a) Each civil rights coordinator designated by or for the district pursuant to OAR 581-021-0655; and

(b) Each coordinator designated by the district pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

(2) The contact information required by subsection (1) of this rule shall include, at a minimum, each coordinator’s name or title, work address, email address, and telephone number.

Statutory/Other Authority: *[ORS 326], ORS 326.051,**[ORS 327.006, ORS 327.102]* **ORS 332.505, ORS 338.115, & ORS 659.855**

Statutes/Other Implemented: ORS 326.051, ORS 332.505, ORS 338.115, & *[ORS 659.850]* **ORS 659.855**

581-027-0060 PCB Testing Grant

(1) The following definitions apply to this rule:

- (a) “Department” means the Oregon Department of Education;**
- (b) “District” means a school district organized under ORS Chapter 332; and**
- (c) “PCB” means polychlorinated biphenyls.**

(2) The PCB testing

(2) Only Districts are eligible to apply for the PCB Testing Grant.

(3) The Department shall post the application on the Department’s website by April 30, 2026.

(4) Applications by Districts must be submitted between May 1, 2026 and May 31, 2026.

(5) Eligible applications shall include:

- (a) Evidence that the District has already tested one building for PCBs;**
- (b) Estimated costs to complete the testing for the remainder of the District’s facilities;**
- (c) Documentation that the District’s community has raised a concern about PCB contamination in District’s buildings in the past year;**
- (d) An assurance that all testing expenses will be incurred by June 30, 2027; and**
- (e) An assurance that the organization contracted by the District to perform the PCB testing will comply with all state and federal regulations covering PCB contamination testing.**

(6) The Department shall review all applications against ODE’s school facilities data collection to ensure applicants have at least 50% of their buildings built between 1950 and 1980. The Department shall reject an application if the District does not meet this standard.

(7) The Department shall approve applications in the order they were received. The Department shall commit PCB Testing Grant funds to approved applications in the order they were approved. Once all PCB Testing Grant funds have been committed, no additional applications shall be reviewed.

(8) A District shall sign a grant agreement with the Department before any funds are disbursed to the District.

(9) Expenses eligible to be reimbursed shall include all costs to be paid to the organization contracted to conduct the testing conducting the testing. Districts may not claim any administrative costs for this grant.

(10) Districts shall submit the following when requesting reimbursement from the Department:

(a) Invoices from their contracted testing organization;

(b) Testing results provided by the contracted testing organization; and

(c) Certification by the contracted testing organization that the organization has complied with all relevant state and federal regulations.

(11) All expenses must be incurred by June 30, 2027. Any expense incurred after that date may not be reimbursed through the PCB Testing Grant.

Statutory/Other Authority: ORS 327.008.

Statutes/Other Implemented: ORS 327.008; 332.337.

Summary

Meeting Date: 9/17/2026

Title: OAR 581-027-0060 PCB Grant Permanent Rules

Status: First Reading

Presentation: No (Written Report Only/Consent)

Key Staff: Aaron Rivera, Assistant Superintendent OFA,
Michael Elliott, Managing Director, School Finance and
Facilities

Topic Summary: The PCB Grant, created in 2026, provides funds to districts to reimburse for PCB testing to make their schools safer. Because ODE needed to launch the grant quickly, the State Board adopted temporary rules in April. We are asking the State Board to adopt permanent rules now.

ODE Education Equity

Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

BACKGROUND AND NEED

Members of the State Board of Education are volunteers, with unique professional and lived experiences. Using plain language, this section should provide context for this item, including any needed overviews of relevant programs or initiatives.

1. **Briefly, how does this topic, program, or initiative currently operate? Where is it located within Oregon's school systems? How does it ultimately serve students?**

The Polychlorinated biphenyls (PCB) Grant was created by the legislature in 2026 under SB 1601 to help districts test their school facilities for PCBs, dangerous chemicals that were frequently used in building construction from 1950-1970. Because the PCB Grant was funded with money that ends June 30, 2027, ODE had to work quickly to develop the grant so that districts could take advantage of the grant. The State Board adopted temporary rules in April 2026 to allow ODE to open applications so that districts could take advantage of the PCB Grant. The temporary rules are set to expire and because the PCB Grant has not ended, permanent rules are needed.

2. **Please list the specific rule(s), statute(s), or recently passed legislation that allows the Board to take action on this item. Where are they prescriptive and where do they provide the Board and Department flexibility?**

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SB 1601 (2026) established the use of the Healthy Schools Facility Fund under ORS 327.008 to pay for the PCB Testing. SB 1601 also provided \$2 million in one-time funds to pay for the costs of the test. The language in SB 1601 is very broad and allows the State Board and ODE significant flexibility when it comes to designing the grant. ODE wrote the temporary rules to allow for a quick application period with an understanding the funding was one time funds. If the funding becomes more permanent, then ODE will modify the grant.

3. Has this item come before the Board before? If so, when did the Board last take action, and what was that action?

These rules were adopted as temporary rules in April 2026.

4. Why is this item coming before the Board now?

Temporary rules are valid for 180 days. To ensure continuity for the grant, ODE is asking the State Board for a permanent rule adoption.

5. Who requested or brought about the need for this item? (Select all that apply.)

- ☒ ODE Staff
- ☐ Students
- ☐ Families
- ☐ Community-Based Organizations
- ☐ Culturally Specific Organizations
- ☐ School Districts
- ☐ Education Service Districts
- ☐ Charter Schools
- ☐ Oregon State Legislature
- ☐ Educational Associations
- ☐ Racial Justice Council
- ☐ Federal Government
- ☐ One or more of Oregon's nine federally recognized tribes: _____
- ☐ Other: _____

ENGAGEMENT STRATEGY AND LEARNINGS

The State Board of Education expects all items that come before it be reviewed and influenced, to the greatest extent possible, by a robust community engagement process. Using plain language, this section should provide an overview of the role that engagement played in this item, including with Oregon's nine federally recognized Tribes, other state agencies, and external partners.

6. How did the [Equity Decision Tree](#) inform your office/team engagement strategy? Who is most likely to be affected and how have they been intentionally incorporated into the engagement process for this item?

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Because the grant is funded with one-time funds, ODE prioritized those districts that would be able to complete testing by June 30, 2027. ODE also prioritized those districts with a majority of their buildings built between 1950 and 1970 because those buildings are most likely to have PCBs present that need to be removed.

7. **After consulting with ODE’s Rules Coordinator and the Office of Indian Education, did this item require Tribal Consultation and/or Tribal Communication with the nine federally recognized tribes in Oregon? (For more information, please reference ODE’s [Tribal Consultation Toolkit](#).)**
- ☒ No
 - ☐ Yes – Both Consultation and Communication; please review Appendix C: Tribal Consultation and Appendix D: Tribal Communication below
 - ☐ Yes – Only Communication; please review Appendix D: Tribal Communication below.
8. **Has your office/team considered how this item intersects with the authority of other state entities that serve the health and education needs of Oregon’s students, or otherwise contribute to the climate of Oregon’s school systems? If so, please select from the below list.**
- ☒ N/A; this item does not intersect with other state entities.
 - ☐ Oregon Health Authority (OHA)
 - ☐ Department of Early Learning and Care (DELIC; formerly ELD)
 - ☐ Educator Advancement Council (EAC)
 - ☐ Higher Education Coordinating Commission (HECC)
 - ☐ Youth Development Oregon (YDO)
 - ☐ Teacher Standards and Practices Commission (TSPC)
 - ☐ Oregon Housing and Community Services (OHCS)
 - ☐ Other: _____

If you selected any of the above entities, please share why they were involved, how the Department partnered with them, and what feedback they provided.

N/A

9. **Which geographic perspectives are intentionally represented in your office/team engagement strategy?**
- ☐ Northeast Oregon
 - ☐ Central and Southeast Oregon
 - ☐ Southwest Oregon
 - ☒ Willamette Valley and Central Coast
 - ☐ Northwest Oregon
 - ☐ Tribal lands

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☐ Other: _____

Why did your office/team focus on the above geographical perspective(s)?

Based on pre-grant communications it was clear that districts in the Willamette Valley and Central Coast were the districts that were best situated to take advantage of the grant.

10. Please highlight some of the key pieces of feedback your office/team received during the engagement process. How did this feedback influence the development of this item? How were differences in opinion accounted for?

The original proposed rules had stricter requirements than were necessary. Based on the feedback from education partners, the temporary rules that were adopted were less strict, enabling better participation in the grant. There has been no additional feedback on the temporary rules and no changes to the temporary rules.

11. Please describe any additional engagement opportunities your office/team will be pursuing prior to asking the Board to take action on this item.

We will be presenting this to the ORCA for additional feedback.

FISCAL AND ADMINISTRATIVE IMPACT ANALYSIS

Equitable resource allocation is a critical component of education equity. Using plain language, this section should describe the fiscal, administrative, and small business impacts of this item, and how it affects the larger social system that serves Oregon's students.

12. After consulting with ODE's Rules Coordinator and Grant Consolidation Team, was this item identified as a grant-related item?

☐ No

☒ Yes; please review Appendix B: Grant Consolidation below.

13. Will Board action create fiscal or administrative impacts on districts, ESDs, community-based organizations, and/or the nine federally recognized tribes? If so, please describe the anticipated short- and long-term effects and how they may be felt differently in small, rural, or remote communities.

No.

14. Will Board action create a fiscal or administrative impact on state agencies, units of local government, and/or the public? Will it increase costs associated with compliance for small businesses?

No.

EQUITY IMPACT ANALYSIS

The State Board of Education envisions an aspirational education system that honors its increasingly diverse student body and affirms every student to reach their full potential in a rapidly shifting global environment. Using plain language, this section should describe the impact of this item on students and the larger social system that serves their health and education needs.

15. How will Board action on this item ultimately impact students and their families, particularly those who have been and continue to be systemically marginalized?

Those students that go to school in districts that receive this grant will have their older buildings tested. If PCBs are found, it is presumed districts will take steps to remove those PCBs ensuring a healthier school for those students. This will help all students attending those buildings.

16. How will Board action on this item ultimately impact school district employees and volunteers, particularly those who have been and continue to be systemically marginalized?

Those staff working in buildings that are tested will develop a better sense of belonging and wellness knowing that their buildings are free of PCBs.

17. What are the anticipated short- and long-term consequences of Board action on this item? Will Board action have a cumulative effect on students, families, educators, districts, or Oregon's school systems?

If the Board adopts the rules in the short term, the PCB Grant will have a stable rule foundation for success in the short term.

In the long term, the adoption of this rule will enable the Board to ensure that students have access to safer school facilities.

18. What are the anticipated short- and long-term consequences of inaction on this item and who would experience those consequences?

If the Board does not take action, then the temporary rules will expire. That could lead to a failure of the grant.

RECOMMENDED ACTION

The State Board of Education has dedicated itself to challenging the status quo and sharing responsibility for every student's academic and lifelong success. Using plain language, this section should describe the choice before the Board, the Department's recommendation, and any other relevant information.

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- 19. Please provide a brief summary of the specific language your office/team is bringing to the Board. Are there any key decisions within this language that your office/team would like the Board to make?**

We are bringing the temporary rules forward as a whole for first reading for permanent rules. We have not changed anything from the temporary rules.

- 20. How is this language responsive to identified needs and/or feedback received through the engagement process? How is it in alignment with [the Board's Mission, Vision, and Values](#)?**

We have not received additional feedback since the temporary rules went into effect.

- 21. Please describe the action your office/team is recommending to the Board (for example, the adoption of rules or the approval of a waiver) and how it reflects the Department's commitment to academic excellence, belonging and wellness, and reimagining accountability.**

We recommend the Board to move this forward to second read in October. By adopting these rules in October, the Board will demonstrate its commitment to belonging and wellness.

- 22. Please note any additional support the Department is (or will be) providing to ensure successful implementation of this item.**

- ☐ N/A; this item does not require any additional support.
- ☐ Communications plan
- ☒ Technical assistance, professional development, and/or coaching
- ☐ Direct or differentiated support for small, rural, or remote school districts
- ☐ Corrective Action Processes
- ☐ Safety measures
- ☐ Organizational culture or practice changes (change management)
- ☐ Materials and/or supplies
- ☐ Guidance and/or supplemental resources
- ☐ Other: _____

- 23. Has this item changed since the last Board meeting?**

- ☒ N/A; this item has not previously been before the Board
- ☐ No; same as last month
- ☐ Yes; please review Appendix A: Second Reading below.

APPENDIX B: GRANT CONSOLIDATION

Appendix B should only be completed if "yes" is selected for question 12. Using plain language, this section should provide additional detail on how grant rules have been aligned and designed to support districts and meet administrative needs.

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1. Please indicate which of the following underlying processes are required for this grant program.

- ☐ Conduct a needs assessment
- ☐ Gather and provide additional data
- ☒ Submit an application to ODE
- ☐ Submit a report to ODE
- ☐ Submit a plan to ODE
- ☐ Submit a budget to ODE
- ☐ Conduct community engagement
- ☐ Other: _____

2. How has your team/office worked to encourage more equitable resource allocation and address administrative impacts, particularly for small or rural school districts? How has this grant been aligned with existing grant programs?

This grant is restricted to PCB testing and has to be completed within a year. ODE staff focused their efforts on those districts that would be able to take advantage of the grant funds within the time period.

3. How are the grant requirements differentiated for small and rural school districts?

There is no differentiation.