

Oregon Extended Assessment: Oregon Observational Rating Assessment (ORora)

The Oregon Observational Rating Assessment (ORora) provides instructional and functional information for teachers and parents in four domains: attention, math concepts, expressive communication, and receptive communication. It is administered to students with significant cognitive disabilities (SWSCDs) who are not able to access the academic demands of the Oregon Extended Assessment (ORExt), despite the provision of extensive supports and test design features founded in the concepts of universal design for assessment.

Qualified Assessors are to use the following decision rule in determining whether or not to complete the ORora:

If the minimum participation rule for an ORExt content area assessment is met in English language arts, Mathematics, or Science, the ORora is recommended (only one ORora per student needs to be completed).

The educator(s) responsible for the student's instruction should complete this assessment, which is comprised of 10 **Level of Independence** items (5 - Attention Sub-domain and 5 - Math Concepts Sub-domain) and 10 **Communication** items (5 - Expressive Sub-domain and 5 – Receptive Sub-domain) using the following rating scales (1-4). These ratings can be summarized within and across domains to define and track student progress. A total of 80 points are possible on this assessment (20 points for each sub-domain).

Level of Independence (LOI) Domain

Attention Sub-domain

Sub-domain prompt/question Student sustains attention in....	Level 1 <i>Full Physical</i>	Level 2 <i>Partial Physical</i>	Level 3 <i>Verbal/ Gestural</i>	Level 4 <i>Independ- ent</i>
1. one-on-one instructional contexts.	1	2	3	4
2. multiple environments (home, school, community).	1	2	3	4
3. completing preferred activities.	1	2	3	4
4. settings with limited /few distractions.	1	2	3	4
5. settings with multiple/different distractions.	1	2	3	4
Total	Attention Points: _____			

Math Concepts Sub-domain

Sub-domain prompt/question Student...	Level 1 <i>Full Physical</i>	Level 2 <i>Partial Physical</i>	Level 3 <i>Verbal/ Gestural</i>	Level 4 <i>Indep- endent</i>
6. orients to math objects (e.g., manipulatives, shapes, measurement tools)	1	2	3	4
7. recognizes concepts of <i>less</i> , <i>same</i> , and <i>more</i> .	1	2	3	4
8. uses a schedule/routine to identify activities.	1	2	3	4
9. matches similar objects by characteristics, such as size, shape, and/or color.	1	2	3	4
10. identifies common geometric shapes (i.e., circle, square, triangle, rectangle).	1	2	3	4
<i>Total</i>	Math Concepts Points: _____			

Level of Independence Domain Summary

Domain	Points Achieved
A. Attention Sub-domain	_____
B. Math Concepts Sub-domain	_____
Total LOI Score: _____	

Communication (COM) Domain

Receptive Sub-domain

Sub-domain prompt/question Student is able to...	Level 1 <i>Reactive</i>	Level 2 <i>Proactive</i>	Level 3 <i>Unconventional</i>	Level 4 <i>Conventional</i>
11. attend to desired objects (e.g., food, toys, persons).	1 attends to object	2 reach and capture	3 exploratory actions with objects	4 conventional use of objects
12. follow one-step directions.	1 orients to speaker	2 simple imperatives (e.g., stop, no, give, look)	3 self-care directions (e.g., pick up, turn off, clean your, etc.)	4 one- step, one-object directions (e.g., open the, go to, bring me, get your)] objects
13. anticipate/predict coming events.	1 conveys discomfort	2 anticipates routine events	3 predicts routine event	4 uses schedule to predict routine event
14. direct attention to object identified by communication partner.	1 orients to object	2 alternates attention	3 imitates actions on objects or tools	4 uses objects or tools in conventional manner
15. understand gestures/ utterances.	1 reacts to intonation	2 with routine utterance	3 with conventional gestures	4 with 1-2 labels
Total	Receptive Points: _____			

Expressive Sub-domain

Sub-domain prompt/question Student is able to _____ at this level.	Level 1 <i>Reactive</i>	Level 2 <i>Proactive</i>	Level 3 <i>Unconventional</i>	Level 4 <i>Conventional</i>
16. request/protest an object/action	1	2	3	4
17. indicate need for a social routine	1	2	3	4
18. indicate need for comfort	1	2	3	4
19. request permission/information	1	2	3	4
20. convey messages	1	2	3	4
Total	Expressive Points: _____			

Communication Summary

Domain	Points Achieved
C. Receptive Sub-domain	_____
D. Expressive Sub-domain	_____
Total COM Score: _____	

Oregon Observational Rating Assessment (ORora) Summary

Domain		Points Achieved
Level of Independence (LOI)	A. Attention Sub-domain	_____
	B. Math Concepts Sub-domain	_____
	LOI Total	_____
Communication (COM)	C. Receptive Sub-domain	_____
	D. Expressive Sub-domain	_____
	COM Total	_____
	Total ORora Score (LOI Total + COM Total) : _____ ORora Percentage (Total ORa Score/80) : _____	

ORora Narrative Summary

(Suggested content: access to instruction/sensory support needs, use of Assistive Technology, development of functional skills, any areas of growth, comparison to previous ORora scores)