Oregon Science Content and Assessment Panel February 2014

**2014 Oregon Science Standards Timeline**

**District Level Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2014-2015**  **School Year** | **2015-2016**  **School Year** | **2016-2017**  **School Year** | **2017-2018**  **School Year** | **2018-2019**  **School Year** |
| Create K-12 District Science Panel  Examine current formative and local performance assessments for scientific inquiry and engineering design.  Begin redesigning, creating, and acquiring formative and local performance assessments for scientific inquiry and engineering design.  Communicate assessment plan with all stakeholders, (community, educators, administrators and school board).  Begin evaluations of all assessments using the equity lens.  Plan for professional development regarding formative assessments related to science performance expectations, (PE), and local performance science inquiry and engineering design assessments. | Complete the redesigning, creating, and acquiring of formative and local performance assessments.  Begin field testing using official State Science Practices Scoring Guide draft.  At the district level, gather scored student performance assessments to share with the state for the purpose of providing best practice examples for all Oregon teachers.  Continue communication of assessment plan with all stakeholders, (community, educators, administrators and school board).  Continue evaluations of all assessments using the equity lens.  Provide professional development regarding formative assessments related to science performance expectations, (PE), and local performance science inquiry and engineering design assessments. | Evaluate previous field testing of formative and local performance assessments.  Full implementation of formative and local performance assessments using the new official State Science Practices Scoring Guide aligned with the new Oregon Science Standards.  Gather scored student performance assessments to share with the state for the purpose of providing best practice examples for all Oregon teachers.  Continue evaluation of formative and local performance assessments.  Continue communication of assessment plan with all stakeholders, (community, educators, administrators and school board).  Continue evaluations of all assessments using the equity lens.  Collaboratively score local performance assessments to calibrate variations within teacher scoring. | Continued evaluation and updating of formative and local performance assessments.  At the district level, gather scored student performance assessments to share with the state for the purpose of providing best practice examples for all Oregon teachers.  Continue communication of assessment plan with all stakeholders, (community, educators, administrators and school board).  Continue evaluations of all assessments using the equity lens.  Provide additional professional development regarding formative assessments related to science performance expectations, (PE), and local performance science inquiry and engineering design assessments. | Full implementation of Oregon Science Assessment and Oregon Interim Assessments.  Continued evaluation and updating of formative and local performance assessments.  At the district level, gather scored student performance assessments to share with the state for the purpose of providing best practice examples for all Oregon teachers.  Continue communication of assessment plan with all stakeholders, (community, educators, administrators and school board).  Continue evaluations and administration of all assessments using the equity lens. |