Oregon Science Content and Assessment Panel February 2014

**2014 Oregon Science Standards Timeline**

**State Level Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2014-2015**  **School Year** | **2015-2016**  **School Year** | **2016-2017**  **School Year** | **2017-2018**  **School Year** | **2018-2019**  **School Year** |
| * Continue OAKS * Begin writing test items – both interim and summative (may have to wait until following year because of funding) and items for extended assessment * Complete working on formative scoring rubrics for local performance assessments * Formative rubrics should be written at grade level K-8 and one at high school * Begin gathering local performance assessment examples * Consider equity issues around all assessments * Communication: Ongoing information needs to get to districts, parents, colleges, teachers and any other stakeholders * Where we are in the process * Drafts of different documents to gain input * Begin assessment consortium collaboration of the Pacific Northwest * Begin Building test specs and item specs | * Continue OAKS * Field test the Local Performance scoring guides * Performance Assessments using new rubric submitted to ODE * Training around new performance assessment rubric * Continue writing test items – both interim and summative and extended assessment items * Communication: Ongoing information needs to get to districts, parents, colleges, teachers and any other stakeholders * Where we are in the process * Drafts of different documents to gain input * Consider pop-up glossary and other items available to students during a test (i.e. periodic table, calculator, etc) * Participate in multi-state assessment consortium with NGSS adopted states * Finish test and item specs document * Evidence statements created | * Doing Oaks – Pilot Test 30% - Pilot school will still take OAKS * Have a bank of performance assessment examples started * Continue submitting performance assessments * More training around new performance assessment rubric * Continue writing test items – both interim and summative and extended assessment * Communication: Ongoing information needs to get to districts, parents, colleges, teachers and any other stakeholders * Where we are in the process * Drafts of different documents to gain input * Have practice tests ready by Fall | * Field Test All – no Oaks * Continue to add performance assessment examples that would show work at different levels and the reasoning for the scores given * Interim tests will be available for use at all grade levels * Communication: Ongoing information needs to get to districts, parents, colleges, teachers and any other stakeholders * Where we are in the process * Drafts of different documents to gain input * Achievement level descriptors * Standards verification * Continue adding questions to the test bank | * Summative – Operational - Full implementation of assessment * Testing window that Is not open until April to give enough instructional time to go through “most” of standards * Communication: Ongoing information needs to get to districts, parents, colleges, teachers and any other stakeholders * Where we are in the process * Drafts of different documents to gain input * 1st use of cut scores * Continue adding questions to the test bank * Continue submitting performance assessments |