Oregon Science Content and Assessment Panel February 2014

**2014 Oregon Science Standards Timeline**

**State Level Assessment**

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| **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
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