



# 2024 – 2025 Local Performance Assessment Manual



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<ul style="list-style-type: none"><li>Updated manual title to <i>Local Performance Assessment Manual</i></li></ul>	Cover / Pg. 1
<ul style="list-style-type: none"><li>Additional section for OSAS Summative Test participation requirements</li></ul>	Pg. 1
<ul style="list-style-type: none"><li>Use of the OSAS Interim Assessment for meeting local performance assessment requirement</li></ul>	Pg. 2
<ul style="list-style-type: none"><li>Administration of Local Performance Assessment in Language Other Than English</li></ul>	Pg. 3

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This document and additional resources are available for download from the Oregon Department of Education (ODE)'s [Local Performance Assessment](#) website.

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## TABLE OF CONTENTS

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<b>Table of Contents .....</b>	<b>iv</b>
<b>1.0 Introduction to Local Performance Assessment Requirements .....</b>	<b>1</b>
1.1 Local Performance Assessment Manual Use .....	1
Requirement Summary .....	1
Participation in the OSAS Summative Assessments.....	1
<b>2.0 Local Performance Assessment Requirement .....</b>	<b>1</b>
2.1 Local Performance Assessment Overview.....	1
Requirement Summary .....	1
Work Sample and Performance Task Use .....	2
Recommendations for Administration and Embedded Instruction .....	2
Scientific Inquiry .....	3
Administration of Local Performance Assessment in Language Other Than English.....	3

## 1.0 INTRODUCTION TO LOCAL PERFORMANCE ASSESSMENT REQUIREMENTS

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### 1.1 Local Performance Assessment Manual Use

#### *Requirement Summary*

[Oregon Administrative Rule \(OAR\) 581-022-2115](#): (revised in June 2011) includes the following requirement as part of Division 22 Compliance:

**Districts are required to administer local performance assessments.**

Guidance for the local performance assessment requirement are governed by the *Local Performance Assessment Manual* (this manual). The *Local Performance Assessment Manual* is an extension of the [Test Administration Manual](#) and is required reading for District Test Coordinators.

#### *Participation in the OSAS Summative Assessments*

In addition to the administration of the Local Performance Assessment requirement, the OSAS Statewide Summative tests are still required for students enrolled in Grades 3 - 8 and high school for English language arts, mathematics, and Grades 5, 8, and high school for science as described in ESEA, Title I Part A, sec. 1111(b)(3), ORS 329.485, and OAR 581-022-2100.

## 2.0 LOCAL PERFORMANCE ASSESSMENT REQUIREMENT

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### 2.1 Local Performance Assessment Overview

#### *Requirement Summary*

Districts must annually administer a Local Performance Assessment for students in grades 3 - 8 and at least once in high school in the following skill areas:

- Mathematics
- Scientific Inquiry
- Speaking
- Writing

The Local Performance Assessment must:

1. Be a standardized measure (e.g., activity, exercise, problem, or Work Sample scored by a common scoring instrument, such as the official state scoring guides or another scoring guide adopted by the district);
2. Be embedded in the school curriculum; and
3. Evaluate the application of students' knowledge and skills.

Compliance with the Local Performance Assessment requirement is reported through OAR 581-022-2115 Division 22 Assurances: Assessment of Essential Skills section.

The scoring guide makes the performance assessment standardized even if the task content is different. A common scoring instrument, such as a rubric included in instructional materials, must be adopted by the district if other than the official state scoring guide. The Local Performance Assessment activity, exercise, or problem can be developed locally as this will better equip a school to meet the second criterion above. Local Performance Assessment development should emphasize building activities, exercises, or problems that get at higher depth of knowledge and cognitive complexity, as the tasks must evaluate the student’s ability to apply their knowledge, rather than just recall or demonstrate (third criterion).

### ***Work Sample and Performance Task Use***

Work Samples, which are performance assessments scored using an official state scoring guide, are one way that districts can satisfy the Local Performance Assessment requirement. Work Samples must be embedded in the curriculum and provide students with an opportunity to apply what they know and can do.

Use of the OSAS ELA and Math Performance Task Interim Assessments can be used to meet the LPA requirements for Writing or Mathematics. Additionally, use of the OSAS Science Interim Assessment “cluster” or “task” type items, aligned with the appropriate grade level content standard, can be used to fulfill the requirement for Scientific Inquiry.

For additional information about Local Performance Assessment requirements, please contact your district testing coordinator or visit the [ODE Local Performance Assessment webpage](#).

### ***Recommendations for Administration and Embedded Instruction***

Performance assessments should be completed as a part of the student’s instructional experience and should not represent a break from teaching and learning. Through performance assessments, teachers can facilitate inter-disciplinary learning experiences where students apply their knowledge and skills to a real-world scenario. For instance, as a part of a unit on inequalities and equations, students could complete a performance assessment where they apply their math and writing skills to help the principal choose the best bus company to use for a field trip. The student work from this performance assessment could be scored using a mathematics rubric and a writing rubric and thus could be used to fulfill both the mathematics and writing local performance assessment requirements.

In addition to the required areas, districts are encouraged to consider administering local performance assessments in other skill areas as appropriate to the local curriculum. For instance, districts may choose to administer local performance assessments in any of the other areas, such as Social Science Analysis.

Districts are able, though not required, to use official state scoring guides to score local performance assessments.

### **Scientific Inquiry**

Districts may choose one of the official scoring guides (science inquiry or science engineering) or may create or select their own. Both engineering and inquiry are components of the 2014 Oregon State Science Standards (NGSS) and appear throughout the Science and Engineering Processes. Appendix F of the Next Generation Science Standards addresses inquiry. According to NGSS Appendix F (2013) the term “practices” is used instead of “inquiry” to emphasize “that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice.”

While the ODE official scoring guides only partially address the richness of the Next Generation Science Standards, they can still serve as valuable local assessment tools to help evaluate the student skills found in the science and engineering practices of NGSS.

### **Administration of Local Performance Assessment in Language Other Than English**

Districts may choose to support LPA administration and scoring in a language other than English. In districts that have the appropriate policies and supports, bilingual students may receive an LPA or work sample task in a language other than English. *(Translations of texts first presented in English are strongly discouraged. Instead, choose texts originally written in the language of the LPA when possible.)* Additionally, students may write their response in a language other than English.

- If they choose to, they must establish the following policies:
  - Development of a procedure to provide LPAs that are of equal complexity in alignment to the Oregon State Standards.
  - Development of a procedure to ensure that LPAs are scored by a qualified rater that is familiar with the Official State Scoring Guides or the chosen scoring guide adopted by the district.
- A bilingual test administrator who is endorsed by a district in the language must score the student work. The person scoring the LPAs should be firmly grounded in the specific content elicited by the LPA; this content knowledge along with training on the scoring guide, including calibration with other scorers, is necessary for valid scoring decisions.