BACKGROUND
A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning

Oregon Education Investment Board
Oregon Education Association
Oregon Department of Education

July 2015

The proposal created by the work group
Values and Beliefs

- **All** students can learn and realize their full potential
- Assessment must:
  - Support or verify student learning
  - Inform all important users
  - Inform instructional goal setting
  - Be valid, reliable and unbiased
  - Immediately impact on instruction – assessment of student growth
- Local assessment systems should be the priority
**Aiming for a Healthy Balance**

**Goal:** Increased focus on Assessment for Learning

<table>
<thead>
<tr>
<th>OLD/CURRENT SYSTEM OF ASSESSMENT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom &amp; Formative</td>
<td>Interim</td>
<td>Annual Summative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW SYSTEM OF ASSESSMENT FOR STUDENT LEARNING</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom &amp; Formative</td>
<td>Interim</td>
<td>Annual Summative</td>
</tr>
</tbody>
</table>

(Adopted from Leather, 2013, as cited in Darling-Hammond, Wilhoit, Pittenger, 2014)
Work Group Recommendations

• First set of recommendations
• Feedback sessions organized by OEA
• Voices from the Field
• Updated report and recommendations
• Recommendation #3: All users of assessment information, in schools, communities, or policy arenas, know and understand the characteristics of quality assessment & use information from assessments in appropriate ways.
ASSESSMENT LITERACY PLAN
Theories of Action

• Teacher professional practice with respect to assessment improves student performance.

• Engagement in the learning process is increased when student and family voices are honored.

• District conditions that support professional development have a significant effect on teachers and students.
Strategy 1: Statewide Alignment

Set of Common Standards

Parent-families

Teachers-administrators

Board-communities

197 school districts

OSEA

ChalkBoard

COSA

OSBA

CEDO

Other

Other

Other

ODE

Ed Prep
Strategy 2: Demonstration Sites

Parents - families

Teachers - administrators

Board - Communities
Possible Standards / Guiding Principles

• Specific Purpose
• Culturally Responsive and Developmentally Appropriate
• Accurately Reflect Progress Towards Mastery of Learning Target
• Results Communicated Effectively
• Practices Encourage Students/Staff
Discussion

• Specific Purpose
• Daily Classroom, Interim, Yearly
• Formative and Summative
• Role of the Board?
Discussion

- Practices Encourage Students/Staff
- Student Growth
- Staff Professional Growth
- Role of the Board?
Discussion

• Culturally and Developmentally Appropriate
• Initial Construction
• Benchmarking
• Actual Performance
• Role of the Board?
Communication

- Results and Other Elements Communicated Effectively
- Balanced System
- Opt-out
- Role of the Board?
THANK YOU